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ABSTRACT

The guide suggests activities and resources for teaching home management and maintenance skills to mentally retarded boys and girls. Material is designed for use by both home economics and special class teachers. Broad areas covered include grooming and personality, home management and maintenance, clothing, food, and child care. Each section contains a rationale, sub-units, instructional objectives, core activities, vocabulary, auxiliary activities, resource material suggestions, bibliography, and handouts. The objectives are offered for the educable and trainable mentally retarded at the primary, intermediate, and advanced levels. Sample activities and the bibliography of books and films are also classified according to primary, intermediate, and advanced levels. (KW)

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MANAGEMENT AND MAINTENANCE IN THE HOME

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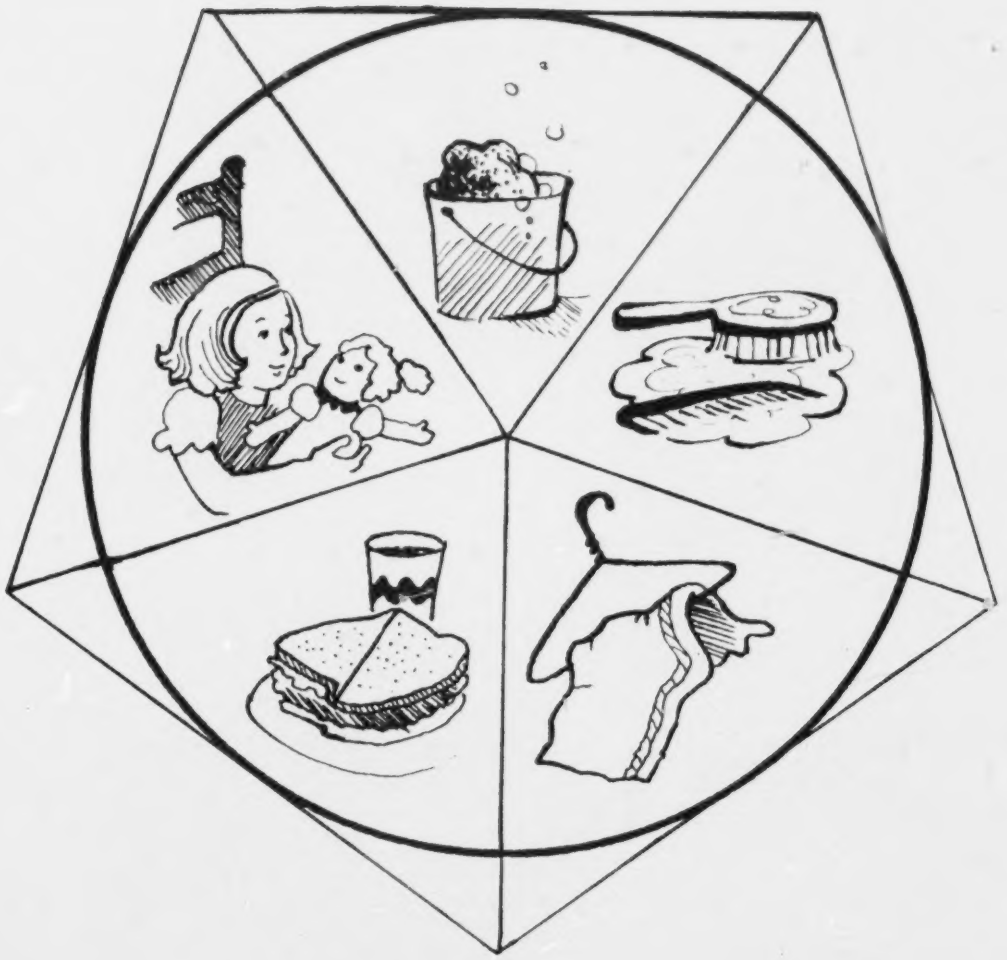

a guide for teaching the handicapped

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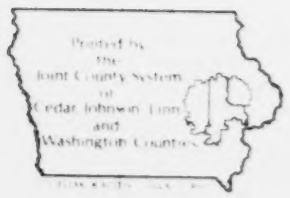

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management and maintenance in the home

a guide for teaching the handicapped

Special Education Curriculum Development Center -- an in-service training project.

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The Special Education Curriculum Development Center has as its main objective the operation of a statewide in-service training program for teachers of the mentally retarded. Twenty special class teachers from different geographic areas of Iowa serve as consulting teachers. They attend training sessions at The University of Iowa and then return to their home area to conduct field sessions. All materials prepared for SECDC are intended for dissemination through the field sessions conducted by the consulting teachers. Persons reading SECDC material but not attending the field sessions should keep in mind that the purpose of the material is to serve as a starting point for in-service training and that the publications themselves are not end products.

It should also be noted that any reference to commercially prepared materials by the Special Education Curriculum Development Center does not constitute a recommendation or endorsement for purchase. The consideration of such material is intended solely as a means of assisting teachers and administrators in the evaluation of materials.

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INTRODUCTION

The teaching of home management and maintenance skills should be an integral part of any program for the mentally retarded. All mentally retarded children will be able to immediately assume some responsibilities for maintaining a home since every household usually has a variety of tasks that need to be done.

Most of the educable mentally retarded boys and girls seek employment requiring semi-skills and domestic skills, live on their own, marry and assume the responsibilities of husband or wife, father or mother. Unless the school program provides experiences geared to their ability level, many boys and girls find that they are not prepared to handle the many demands placed on them as they enter these situations.

One of the major problems in planning this publication was the organization of the material. This difficulty was due primarily to the variety of approaches taken by public schools in meeting the home economic needs of the educable mentally retarded. Some programs are self-contained and the subject is taught by special class teachers, others are departmentalized but taught by special education teachers. However, the majority of educable mentally retarded students, even though assigned to special classes, are integrated with regular students for home economic experiences. Because of this situation, it seems important that this material be designed for both home economics and special class teachers.

While this document is concerned with home management and maintenance skills, teachers are encouraged to teach related concepts and skills. There will be many situations in which students can be given experiences in applying academic skills, e.g., computational skills can be related to budgeting and reading skills to recipes.

Home economics teachers who have students assigned to them will want to work closely with the special class teacher. Follow-up assistance by special class teachers may include helping the student to complete a project or relating class work to topics being considered in home economics class.

Organization of Content

The areas of home management and maintenance considered are similar to those covered in most home economics classes for regular students. This includes : grooming and personality, home management and maintenance, clothing, food, and child care. The emphasis is on

specific experiences which are important to the educable mentally retarded students. Each section contains a rationale, sub-units, suggested objectives, core activities, vocabulary, activities, auxiliary activities, bibliography and hand-outs.

This guide is not intended to be a course of study. Its purpose is to stress the importance of certain areas of home management and maintenance to the education of the mentally retarded and to suggest activities and resources. It is anticipated that the regular home economics teacher will use her own creativity and knowledge of the subject to enrich and expand this material.

A new format has been used for this guide in response to the many requests and suggestions received from the *Homemaking for the Educable Mentally Retarded Girl.*

1. A new title has been chosen: *Management and Maintenance in the Home—A Guide for Teaching the Handicapped*
2. The content has been written for both boys and girls.
3. A list of SECDC publications that can be used with this document is given at the primary, intermediate and advanced levels.
4. A list of suggested objectives are offered for the educable and the trainable at the primary, intermediate and advanced levels.
5. Sample activities have been written for the primary, intermediate and advanced levels.
6. An expanded bibliography of books and films has been classified according to primary, intermediate and advanced levels.
7. Many of the Alabama Pilot Project hand-outs are again being included.

Other SECDC Publications That Can Be Used With This Document

Primary Level

Life Experience Starter Unit No. 1	(Clothing)
Life Experience Starter Unit No. 2	(Health)
Music for the EMR: Teacher's Handbook	(Family and Home songs)
Language Development Activities for the Educable Mentally Retarded	(Various Activities)
Social Problem Fiction—A Source of Help for Retarded Readers	(Bibliography)

Intermediate Level

Life Experience Starter Unit No. 1	(Grooming)
Life Experience Starter Unit No. 2	(Care of Pets)
Music for the EMR: Teacher's Handbook	(Various Songs)
Exploring Prejudice: Suggestions for Developing Attitudes in the Mentally Retarded	

"Understanding Our Feelings"
"Understanding Our Friendships"
"Understanding Our Relationships With Others"
"Immigration and the American Way of Life"
"Influences on Behavior"

Language Development Activities for the Educable Mentally Retarded (various activities)

Social Problem Fiction--A Source of Help for Retarded Readers (Bibliography)

Advanced Level

Life Experience Starter Unit No. 1 (Budgeting)

Life Experience Starter Unit No. 2 (Home Maintenance)

Music for the EMR: Teacher's Handbook *(various songs)*

Exploring Prejudice: Suggestions for Developing Attitudes in the Mentally Retarded

"Understanding Our Feelings"
"Understanding Our Friendships"
"Understanding Our Relationships With Others"
"Immigration and the American Way of Life"
"Influences on Behavior"

Language Development Activities for the Educable Mentally Retarded (various activities)

Social Problem Fiction--A Source of Help for Retarded Readers (Bibliography)

Grooming and Personality

RATIONALE

The basis for good grooming and a pleasant personality is promoted by early acquisition and maintenance of healthy behavior through the development of desirable health attitudes, habits, and understandings. Emphasis should be placed on an understanding of basic concepts of health as they relate to good grooming, personality and overall appearance.

It is hoped that by presenting this unit the child will gain insight into good habits of eating in accordance with his available store of food and money; that he will be better able to organize his time effectively in terms of work, sleep and play; that he will be able to make use of toilet articles to better his appearance; and that he will be prepared to spend what money he may have more effectively through a more careful and wiser selection of clothing.

Most of all, it is hoped that the child will come away from this unit with a certain amount of mental growth. That is, the child will come away assuming more responsibility for himself and thus, in some ways, growing up and becoming more independent.

SUB-UNITS

Clothing
Diet and Nutrition
Exercise
Eyes
Feet
Hair
Hands and Nails
Interests (hobbies)
Personal Senses
Posture
Skin Care
Teeth
Vocabulary
Voice

Other

_____
_____
_____
_____

SUGGESTED OBJECTIVES--TRAINABLE

Primary

TO BE ABLE TO . . .

. . . anticipate and use toilets correctly.

. . . arrange own clothing, when directed to do so.

. . . brush and comb hair.

. . . wash and dry hands with a towel when directed to do so.

. . . wipe nose correctly.

. . . wash and dry face.

. . . brush teeth with assistance.

. . . recognize that bathroom facilities are not for playing.

. . . learn the location of bathroom facilities in school.

. . . help keep fingernails clean.

. . . be aware of acceptable manners.

. . . compete with others in an attempt to gain prestige or status.

Intermediate

TO BE ABLE TO . . .

. . . anticipate the need and use toilet properly.

. . . brush teeth with supervision.

. . . wash hands after toileting with reminders.

. . . wipe nose properly with reminders.

. . . arrange clothing with occasional reminders.

. . . wash and dry face independently.

. . . comb and brush hair independently.

. . . become sensitive to exposure and a need for privacy.

. . . find bathroom in school independently.

. . . associate toilet paper with keeping clean.

. . . clean fingernails with supervision.

. . . use acceptable manners most of the time.

. . . use "good manner" words often.

Advanced

TO BE ABLE TO . . .

. . . use all bathroom facilities correctly.

. . . shampoo another's hair under supervision.

. . . follow established patterns of cleanliness independently or with occasional reminders.

. . . brush teeth properly without supervision.

. . . dress acceptably for activities or events.

. . . demand privacy and be sensitive about exposure.

. . . learn acceptable practices for problems of teenage girls.

. . . clean fingernails independently.

. . . become aware of personal appearance and tries to improve it.

. . . use deodorant.

. . . use acceptable manners all of the time.

SUGGESTED OBJECTIVES--EDUCABLE

Primary

TO BE ABLE TO . . .

. . . wash hands and face properly with supervision.

. . . understand importance of teeth brushing.

. . . begin brushing teeth with supervision.

. . . blow nose.

. . . cover mouth when coughing or sneezing.

. . . become aware of good grooming in others.

. . . develop acceptable social relations with others.

. . . develop self-respect for self.

. . . develop social understandings.

. . . know the importance of keeping clean.

. . . learn proper care of eyes and ears.

. . . understand importance of a clean body.

Intermediate

TO BE ABLE TO . . .

. . . wash hands and face regularly.

. . . know when and how to shower or bathe.

. . . brush teeth at proper times.

. . . know when and how to shampoo hair independently.

. . . trim and clean fingernails in privacy.

. . . know proper procedures for coughing, sneezing and blowing nose.

. . . understand concept of growth.

. . . develop pride in one's bodily appearance.

. . . how posture affects personal appearance.

. . . develop relationship between healthy body and healthy attitude.

Advanced

TO BE ABLE TO . . .

. . . set and comb hair.

. . . use deodorant.

. . . use tissue properly.

. . . know the necessity of shaving regularly.

. . . understand and respect the adult body.

. . . supervise younger children in daily body care and cleanliness.

. . . recognize that tobacco, narcotics and alcohol can be harmful to the body.

. . . know what styles of clothing are appropriate for one's self.

. . . to improve posture and appearance.

CORE ACTIVITIES

Arithmetic Activities

1. Have younger students count the number of fingers they have on each hand. The number of fingers they have all together.
2. The class can list the number of items they use in order to keep well-groomed. The younger students can count the number of items they use. The older students can list the price per item and the total cost of all of the items.
3. Have the students keep a weekly record of how often they wash their hair, wash and/or change their clothes. Daily--how many times they brush their teeth, wash their hands. Monthly--total times they washed their hair, hands, brushed their teeth.
4. Divide the class into pairs, assisting each other in taking body measurements. Then have each student record his measurements in a record book.
5. Allow students to compare their height and weight to a chart illustrating optimum height/weight correlations.

Social Activities

1. The students can have a discussion on what is considered "good" or "bad" grooming habits.
2. Have the class bring a box to class. Have each decorate the box with wallpaper or construction paper, to hold their grooming items.
3. The class can construct a book, putting experience charts on good grooming into it. The covers can be made from construction paper or manilla folders.
4. Construct a cardboard bathtub or shower stall. Have students demonstrate proper washing and drying procedures using a wash cloth, soap and towel. Demonstrate proper care of items used when finished washing. Cleaning of tub or shower.
5. Have children draw pictures of what people do to look well-groomed (comb hair, wash hands, change clothes).
6. To illustrate the importance of vision, have the students play "Pin the Tail on the Donkey."
7. Develop a bulletin board displaying the latest fads in clothing styles.

Communication Activities

1. A bulletin board display can be made of color combinations that look good or bad together.

2. Have the students discuss the style of dress that is complimentary to themselves.
3. The students can write for free samples of products or booklets found in magazines.
4. Role-play a situation where one person is interested in his appearance and the other person is not. What are the differences?
5. Discuss the meaning of personal hygiene and grooming. How it affects others.
6. Name persons outside the classroom who make a good appearance. Explain why.
7. Read a poem to the class on the proper way to brush teeth. Have students demonstrate proper brushing methods while a poem on brushing teeth is being read.
8. Have a discussion on why people should never put anything in their ears.
9. Have students compose sentences describing characteristics they would like to find in a friend.

Safety Activities

1. A role-play situation where a person who gets little sleep, cleans and dresses in the morning. How the same person takes care of himself after getting sufficient sleep.
2. Demonstrate what happens when leaving your grooming items around the house. (Baby can swallow a bobby pin, dog can knock over the shoe polish, someone can slip on a bar of soap left on the floor.)
3. Show pictures of safety measures used when sitting, walking, going up stairs.

Health Activities

1. Have discussion then list why people should keep their bodies clean.
2. A student can demonstrate how he keeps himself healthy; exercising, proper diet, washing or proper posture.
3. Make a bulletin board displaying articles from magazines describing new or better ways to look well-groomed through new drugs, cosmetics, shoe polishes or fabrics.
4. List the hazards involved in using someone else's comb, tooth brush, cosmetics, wash cloth.
5. Make a bulletin board displaying types of brushes used to help keep people clean: tooth, nail, hair and clothes brushes.
6. Have the students participate in a salt experiment. This experiment illustrates how germs

exist even though they cannot be seen.

7. Discussion on why a person should keep fingers out of his mouth.
8. Discussion on establishing a "health corner"--a collection of all items necessary for a good toilet kit for boys and girls.
9. Have the class dramatize the "do's" and "don'ts" of good posture.

Vocational Activities

1. List of "do's" and "don'ts" can be drawn up for making a good appearance when interviewing for a job.
2. A bulletin board displaying different types of people involved in helping us to look well-groomed; barber, beautician, scientists, tanner, or freight men.
3. Conduct a discussion on why a personal appearance affects the difference between getting and not getting the job.

VOCABULARY

Primary

body
brush
clean
comb
decay
dentist
dirt
ears
eat
eyes
face
germs
hands
light
meal
mouth
nail file
odor
read
sick
soap
sun
teeth
toilet
tooth brush

Intermediate

appearance
attitudes
clothes
deodorant
figure
fingernails
grooming
growth
habits
health
height
length
neat
posture
recreation
relax
rest
size
skin
slouch
weight

Advanced

appearance
appropriate
colors
diet
distributed
exercise
fads
figure
flattery
height
measurement
posture
proportion
styles
weight

LESSON NO. 1 **LEVEL:** Primary

SCOPE: To help the children develop an awareness of the necessity for keeping clean.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To show that they've learned the importance of keeping clean, by washing their hands before eating.	1. Begin this unit with a film.	Screen subjects film: *Alexander Learns Good Health* U-4745P.	Germs that make us sick cannot be seen.
	2. Have a bulletin board display showing four types of brushes that help to keep people clean. Discuss the use of each brush.	Bulletin board, brushes: a) tooth b) nail c) hair d) clothes	Keeping clean is important so we can look nice and stay healthy.
	3. Conduct a salt experiment to show the existence of germs on the hand. After washing hands with soap, have each student place salt on their hands and try to rub it off so none is visible. Have the students taste the salt that remains on their hands to show that something invisible still remains. Then have the students wash their hands again and taste them to become aware that the soap and water removed the salt.	Salt, soap, water, towels	
	4. With the suggestions of the students write an experience chart on the chalkboard.	Chalkboard, chalk	
	Vocabulary: Clean, odor, brush, comb, germ, nail file, sick.		

LESSON NO. 2

LEVEL: Primary

SCOPE: To show students the proper care of teeth.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to learn the proper methods of brushing teeth and to show this knowledge by brushing teeth correctly in class.	1. Explain the importance of brushing teeth. Demonstrate the proper way to brush teeth. Read poem while continuing to demonstrate brushing teeth: *We brush the teeth as they grow,* *Down from the top* *And up from below* *Your teeth look swell,* *When you brush them well.* Assist the students in preparing a daily brushing chart that is to be taken home and posted in their bathroom.	Tooth brush Paper/pens/pencils	We should take care of our teeth. We should see the dentist regularly and brush our teeth daily.
	2. Show film followed by a class discussion.	Film: *About Faces,* I-387IE Screen, projector	
	3. Conduct experiment on decay: Take 2 apples and peel part of one. Compare and discuss the decay of the apple with the broken skin to the one still intact.	Two apples, knife	
	4. Dramatize a visit to the dentist and/or have a dentist visit the class and discuss the proper care of teeth.	Resource person: Dentist	
	Vocabulary: brush, decay, eat, dentist, dirt, face, meal, mouth, teeth, toothbrush.		

LESSON NO. 3

LEVEL: Primary

SCOPE: To develop an awareness of proper eye and ear care.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to demonstrate an understanding of the importance of proper eye and ear care by keeping small objects out of eyes and ears.	1. Play "Pin the Tail on the Donkey." Afterwards discuss the importance of vision. Display and discuss the poster "While Reading". 2. Read *Never put anything in the ear smaller than your elbow.* Then have the students try to put their elbow in their ears. Follow with a discussion. Vocabulary: eyes, ears, light, sun.	"Pin the Tail on the Donkey" "While Reading" in hand-out, poster board, felt pen	Today we learned how we must take care of our eyes which we need in order to see. We should not put anything in our ears. We need ears in order to hear.

LESSON NO. 4

LEVEL: Primary

SCOPE: To develop an awareness of keeping hands clean.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to wash their hands by the method demonstrated, when their hands are dirty.	Demonstrate the proper hand washing method -- palms, backs, fingers -- with soap and dry with a towel.	Soap, water, wash cloth, towel	We must keep our body and hands clean to look well-groomed.
	Sing to tune of "Mulberry Bush" *This is the way we wash our hands . . .* *Before eating food,* *After using the washroom,* *When they get dirty.*		
	Display several pairs of clean gloves on a bulletin board.	Bulletin board Pairs of gloves	
	The next day have several students wear the displayed gloves (except for one pair) all day. At the end of the day compare and discuss the differences between the worn gloves and the clean gloves.	pins/tacks	
	Discuss why people should keep their hands out of their mouth.		
	Write experience chart on the chalkboard.	Chalkboard, chalk	
	Vocabulary : body, hands, soap, toilet		

LESSON NO. 5

LEVEL: Intermediate

SCOPE: To develop pride in the human body.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to promote care and pride in one's body by emphasizing the importance of good grooming for: a) personal reasons b) social reasons	1. Begin a handbook, "Tips for Good Grooming" to be developed and added to throughout the unit. Have each student begin his own book. With the assistance of the class develop a personal appearance checklist to be included in his book. Have the list mimeoed and pass out to the class.	Construction paper, paper, pens, pencils, mimeographed personal appearance checklist	*Good Grooming Habits* Correlate chart material and handbook as it is developed.
	2. Discuss plans for a "Health Corner"--a collection of all items necessary for a good toilet kit for girls and boys.		
	3. Show film, followed with a discussion.	Screen, projector, Film: *Your Cleanliness*	
	4. Write experience chart.	chart paper	
	Vocabulary : grooming, skin, fingernails, toenails, deodorant, appearance, slouch.		

LESSON NO. 6

LEVEL: Intermediate

SCOPE: To realize that good posture helps promote a good appearance.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to understand the importance of improving one's appearance through correct posture by maintaining correct posture.	1. Have the class dramatize the "do's" and "don'ts" of posture, using charts.	Charts demonstrating correct posture	List the positions of posture. Use two columns: "Do's" and "Don'ts."
	2. Plan a bulletin board showing good posture in: a) sitting b) standing c) walking d) moving e) sleeping		
	3. Show the class a picture of "Crooked Carl" and have each compose a list of words describing him. Do the same for "Straight Sam."	Picture of "Crooked Carl" and "Straight Sam" in hand-outs	
	4. Discuss and compare the results of Activity No. 3.		
	5. Have students write experience chart as result of their discussions.	pencils, paper	
	Vocabulary: relax, posture		

LESSON NO. 7

LEVEL: Intermediate

SCOPE: To develop a relationship between a healthy body and a healthy attitude.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to understand the relationship between a healthy body and a healthy attitude in order to:	Have each student write sentences describing the characteristics he would like to find in a friend. Does he like a friend who is well groomed?	pencils, paper	
	Have each student make a list of things he must do in order that he may be a better groomed person.	Picture of a baby	
a) gain the idea that when you look good you feel good.	Discuss the relationship between looking and feeling good.		
b) gain the idea that when you feel good you are a more pleasing person.	Show the class a picture of a healthy, happy child and ask: "What is it about this child that makes you believe that he is healthy and happy?" Discuss.	Screen, projector	
c) promote the idea of self-respect through the idea of good grooming.	Show film followed by a discussion.	Film: *"You're on Parade"*	
	Hand out worksheets for class to complete.	Worksheets	
	Vocabulary: health, clothes, figure, neat, recreation, rest, habits, attitudes.		

LESSON NO. 8

LEVEL: Advanced

SCOPE: To help students choose clothing appropriate for the individual.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to learn the clothing styles appropriate for the individual self then choose a color and flattering style for himself.	1. Display pictures on the bulletin board of the latest fads in clothing styles. Have a class discussion on the definition of "fad." 2. Use a "Figure Flattery" chart to assist students in deciding what figure type they have. Have students list the appropriate clothing they should wear in order to flatter their figure. To assist students in selecting colors appropriate for them, demonstrate using fabric or colored paper samples on various class members. Have the students stand in good light, with a full-length mirror if possible. Have the individual and other class members comment on which colors look better than others. This information should be listed with individual figure type and appropriate clothing list. Have each student write a "Colors that Compliment" chart for their personal use. Vocabulary: fads, styles, figure, flattery, appropriate, colors.	Bulletin board, pictures of latest fads in male and female clothing. "Figure Flattery" chart. Pencils, paper, colored fabrics or wall paper, full length mirror, "Colors that Compliment" chart	*Colors that Compliment* The colors that compliment my figure and color are: (have each student list his colors)

LESSON NO. 9 **LEVEL:** Advanced

SCOPE: To show that proportion as well as height and weight are important for a pleasing figure.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to point to pictures of people whose figures are pleasing and to those that are out of proportion.	Explain that weight and height alone does not determine whether a person has a pleasing appearance. How weight is distributed in relation to height has more effect on the overall appearance Have students work in pairs assisting each other in taking body measurement. Use "measurement chart" to help students take body measurements correctly. Have students record their measurements in a notebook. After students have recorded their measurements, provide a chart illustrating optimum height/weight correlations. Let students compare their height and weight to the chart. Note: *Explain that any large deviation represents a problem which could be minimized through a suggested program of diet, exercise, and posture improvement.* Discussion on why some students with appropriate height/weight correlations do not have attractive bodies. Explain this is what is meant by reference to proportion. Weight may be incorrectly distributed— that is, settled in particular areas of the body and not others. Pictures may represent this more easily than references to specific class members who may be examples of such a problem. Point out that proper accents in clothing can assist in improving a disproportioned figure. Vocabulary: posture, weight, height, distributed, appearance, measurement, diet, exercise, proportion.	Tape measure, measurement chart notebook height/weight chart, pictures of how weight may be distributed proportionally.	

AUXILIARY **ACTIVITIES**

Resource People

Beautician
Barber
Physical education instructor
Physician
Nurse
Dentist
Salesman
Speech Therapist
Cosmetician or cosmetics salesman
Men's clothing salesman
Ophthalmologist
Women's clothing saleslady

Other

_____
_____
_____
_____

Field Trips

Cosmetic Department of a store
Beauty shop
Health foods shop
Dentist's office
Barber shop
Clothing store
Doctor's office
Physical fitness class for weight control

Other

_____
_____
_____
_____

Bulletin Board Displaying

"Steps to Graceful Walking"
"Happy Hannah and Gripey Grace"
Slang expressions and the "better way" to to say them
Poems that encourage good grooming habits
"Good Points for Good Grooming"
Articles needed to keep clean
Type of dress appropriate for occations

Other

_____
_____
_____
_____

Demonstrations

Showing proper posture for walking, standing, and sitting

Caring for nails

Selecting an appropriate hair style

Showing proper care of grooming items

Caring for hair correctly

Determining the color and style suitable to the individual

Illustrating appropriate speech habits for pleasant, clear delivery

Applying makeup

Using handkerchief properly

Illustrating ear hygiene

Comparing body changes in people

Relating good grooming and personality to job interviews

Other

_____ _____

_____ _____

Discussions

Manners appropriate for various situations

Appropriate dress and manners for job interviews

What helps to make people look well-groomed

Boys and girls set independent daily standards for cleanliness

Personal appearance aids

Proper telephone manners

Positive ways of handling social situations

What people do to look clean and neat

How a good diet helps to promote a healthy personality

Other

_____ _____

_____ _____

Bibliography

Primary

Breed, A. E., **Building a strong body**. Merced, Calif.; Ventura Media Association, 1963.

A simplified health and science worktext content covers subjects such as food groups, teeth, exercise--and its importance, sleep--and its importance; how the body uses food; effects of tobacco on health. Illustrated. Written especially for educable retarded.

Dress-Me Doll, Princeton, N. J.: Creative Playthings.

A soft rag doll, 14" high, with clothes designed to help an individual learn dressing skills, i.e., slacks to be zipped, snapped, belted, a back pocket to be buttoned, and a jacket with eyelets and laces to allow lacing and tying.

Dressing Frames, Chicago: A. Daigger and Company.

Each 12" x 12" wooden outside frame has a fabric or leatherette securely fastened to it with the materials being joined at the mid-point by an aid used in dressing, i.e., buttons and buttonholes, zipper, etc. Muscular control, eye-hand coordination, reach and grasp, are developed through the use of the boards to teach isolated dressing skills.

Intermediate

Clark, Kay, **All by herself**
All by himself. Kansas City, Mo: Constructive Playthings, 1950.

Two books with five double cloth pages, 7½" x 9½" which have workable objects to train beginning dressing skills, i.e., button, snap, zipper, lacing and tying. Each is presented with a poem appropriate to the object for the girl or the boy.

Hudson, Margaret W., **All about me: A boy's book**
All about me: A girl's book. Phoenix, N.Y.: Frank E. Richards, Publishers, 1966.

Two booklets designed to help individuals develop good self-image. The author feels that incorporated in the materials are exercises through which visual auditory, tactile and kinetic senses are stimulated and used in learning.

Oaktree, Jamaica, N. Y.: Eye Gate House, Inc.

A teaching aid made up of four color filmstrips and 2 L.P. recordings designed especially for use with retarded children. Developed to help the children to cultivate better habits of health, cleanliness, courtesy, fair play, cooperation, and safety. Teacher's Manual is included.

Scott, Judith Unger, **The art of being a girl.** Philadelphia: Macrae Smith Co., 1963.

Subjects include, Good Health and Good Looks, Your Gracious Manner and Your Personality.

Turner, Richard E., **The turner-livingston reading series.** Chicago : Follett Publishing Company, 1962.

Six worktexts, 8½" x 11", in which the content is intimately related to real life problems. Through the reading of the material there should be an acquiring of academic skills while there is a simultaneous leading of the individual toward a better understanding of himself and his environment. A teacher's guide for the series is available.

We're growing up, N. Y.: Eye Gate House, Inc.

A basic guidance series of four color filmstrips with two recordings and a teacher's manual to encourage beginners in school to develop healthy personality traits. The materials help "build language facility," encourage self-expression and reinforce the child's attitude regarding early experiences at school. Safety rules, good manners, good health habits, pride of achievement, understanding of personal feelings and emotions are stressed. There are songs to learn and sing. Titles of filmstrips and recordings: A Big Day for Johnny, Picnic in the Park, I Made It Myself, and The Safe Way.

Advanced

Hillcourt, William, **Physical fitness for girls.** N.Y.: A Golden Magazine Special, Golden Press, 1957.

Class study would be required as the vocabulary is not on an easy reading level. High interest level could be maintained as students would enjoy the new terms for types of exercises. Colorfully and thoroughly illustraded for eye appeal. Color also is used to indicate stages of strenuousness. If opaque projector were available and correct lighting assured, the book might be separated and pages projected individually.

Hudson, Margaret W. and A. A. Wearier, **On the job.** Phoenix, N.Y.: Frank E. Richards, Publishers, 1965.

A worktext 8½" x 11" which is a sequel to **I want a job** *by Hudson and Weaver which focuses on the individual's being a successful worker, i.e., getting ready to go to work, responsibilities at home before leaving for work, doing a good job, dressing appropriately, being reliable, knowing the job, doing the job correctly, making mistakes, keeping safe at work and doing the job well.*

Hudson, Margaret and A. A. Weaver, **Plans for living--your guide to health and safety.** Palo Alto, Calif.: Fearon Publishers, 1965.

Student worktext which covers personal grooming, basic safety rules, and rudimentary emergency procedures.

The job ahead, New Rochester Occupational Reading Series.

The material introduces the concept of occupational guidance while developing language arts skills. Content features high interest--low reading difficulty material; especially appropriate for exceptional youths at the adolescent age. Texts are available in three reading levels.

Teaching good conduct and personal hygiene to retarded teenagers, Houston: Harris County Center for the Retarded, Inc., 1968.

A set of ten 35mm filmstrips, each of which is 35 to 45 frames in length; a set for girls (6 filmstrips and guide) and a set for boys (5 filmstrips and guide) with one filmstrip, "Proper Clothing," being used in each. Characters used are retarded; emphasized in the content are procedures of personal hygiene and good manners.

Set for Girls: *Menstruation, Bathing, Care of Hair, Washing Face and Hands, Proper Clothing, A Personal Talk to Young Women, (Teacher's Guide).*

Set for Boys: *Shaving, Taking a Shower, Washing Face and Hands, Proper Clothing, A Personal Talk to Young Men, (Teacher's Guide).*

3-M Brand Printed Originals for Making Overhead Projection Transparencies

Basic Hair Styling: Part I and Part II, Beard
Cosmetology--Manicures, Vocational 17, Beard

FILMS AND FILMSTRIPS

Primary

CARE OF THE SKIN 10 min.

Children washing hands and face before going to bed--common ailments--structure of the skin--action of soap. (Encyclopaedia Britannica Films 1949)

NEW FRIENDS--GOOD FRIENDS (GUIDANCE STORIES) 45 Fr. color

Babs moves to a new community and is asked to become a new member of the Happy Hours Club because she is so friendly. (E.B.F. 1956)

Series includes: TAKING CARE OF YOUR THINGS, SHARING WITH OTHERS, STICKING TO YOUR JOB, ONE KIND OF BRAVERY

REST AND SLEEP 35 Fr.

Why children need plenty of sleep and rest--basic rules that insure good, restful sleep. (Young America Films 1946)

STRAIGHT AND TALL 39 Fr.

Good posture standing and sitting--proper food, exercise, and plenty of rest help make strong straight bodies. (Young America Films 1946)

TEETH WHITE--TEETH BRIGHT 10 min. color

Concepts of proper dental care as presented in a pleasing manner. A narrator tells why Bobby uses two toothbrushes, drinks milk, eats all of the foods good for his teeth, brushes often, eats fruits instead of candy for snacks, and goes to the dentist for regular check-ups. (Sterling Educational Films)

Intermediate

FUN OF MAKING FRIENDS 10 min.

The value of friendships and the art of making friends. (Coronet 1950)

GOOD POSTURE FOR HEALTH 13 min. color

This film is photographed in a school with a posture specialist talking simple posture facts to a fourth grade class. Students from the eighth grade, chosen for their exemplary carriage, serve as models. Details of how to establish good posture habits are given. (Classroom Film Distributors)

HOW FRIENDLY ARE YOU 10 min.

Ways of being friendly, including a sincere liking for people--how to be courteous and generous--how to meet new friends. (Coronet 1951)

HOW TO CATCH A COLD 10 min.

Cartoon--how colds are spread--rest speeds recovery and protects family, friends, and fellow workers--seriousness of a cold. (International Cellucotton Products 1951)

POSTURE HABITS 11 min.

Standing, walking, and sitting positions. (Coronet 1948)

SKIN, HAIR AND NAILS 37 Fr. color

Structure, function and proper care of the skin, hair and nails. (Young America Films 1951)

YOUR BEST YOU 37 Fr. color

An informative story of good grooming, with particular emphasis on good posture, personal cleanliness, and daintiness as well as good taste in proper care of clothes. (Tussy Cosmetics 1960)

YOUR EARS 11 min.

Construction of human ear and function of each of its parts--necessity for proper care--manner in which certain diseases cause deafness. (Young America Films 1947)

YOUR TEETH 6 min. color

Through simple animation, this film shows how the first teeth form and how they are replaced by larger teeth. Some of these are for cutting, some for grinding. The importance of good dental habits and balanced diet is stressed. (Encyclopaedia Britannica Films)

Advanced

GOOD GROOMING FOR GIRLS 10 min.

Spending an evening with Rosemary, Anne sees that attractive appearance is achieved by a carefully followed routine--a well-planned and cared-for wardrobe; attention to hair, nails, teeth, personal daintiness, good posture; and proper diet and rest. (Coronet 1956)

MIND YOUR MANNERS 10 min.

A high school boy and his sister discover the correct way to act when with friends, when meeting new friends, when at home, at school, on a date. Consideration toward parents, teachers, and other adults--as well as proper courtesy when driving an automobile, riding a bus, or walking on the sidewalk--are presented. (Coronet 1953)

SELF CONSCIOUS GUY 10 min.

Self-consciousness keeps high school boy from doing classwork well or making friends easily--encourages the development of poise and self-assurance. (Coronet 1951)

SHY GUY 12 min.

A shy senior high school boy learns that shyness may be overcome by being helpful, a good listener and generally considerate. (Coronet 1948)

SOCIAL COURTESY 10 min.

Information on specific social graces--helps students get along in social groups. (Coronet 1951)

STORY OF MENSTRUATION 10 min color

Animated drawings, diagrams, and cartoon treatment are used to explain the physiology and hygiene of menstruation. (Associated Films 1947)

YOU AND YOUR GROOMING 45 Fr.

Explains the importance of good grooming and the basic elements that influence its achievement--is designed so that it may be used independently as an overview for the series. (Young America Films 1951)

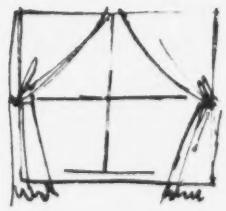
Series includes: YOUR FACE, YOUR HAIR, YOUR CLOTHING, YOUR FIGURE, YOUR HANDS AND FEET

YOUR VOICE 10 min.

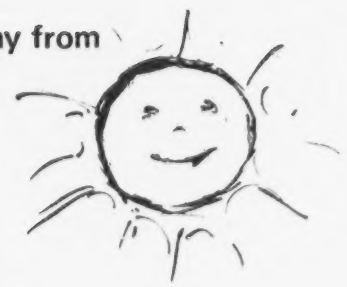
Four phases of voice production, respiration, phonation, resonance and articulation--photography of vocal fold in operation--proper exercises for improving the voice--good enunciation in speaking and singing. (Encyclopaedia Britannica Films 1949)

Hand-outs

WHILE READING . . . . .

1. face away from 

2. have light coming from over one shoulder.

3. look away from  OR

SOME FACTS ABOUT PETS

1. Pets need food and water every day.

2. Pets need clean homes.

3. Pets need play and exercise.

4. Pets need sleep and rest.

5. Pets need to be handled gently.

6. Pets need to know we love and care about them.

Some of these same principles can be applied at a later date regarding child care

35

CARING FOR OUR PETS

1. Feeding gerbils_____

2. Watering gerbils_____

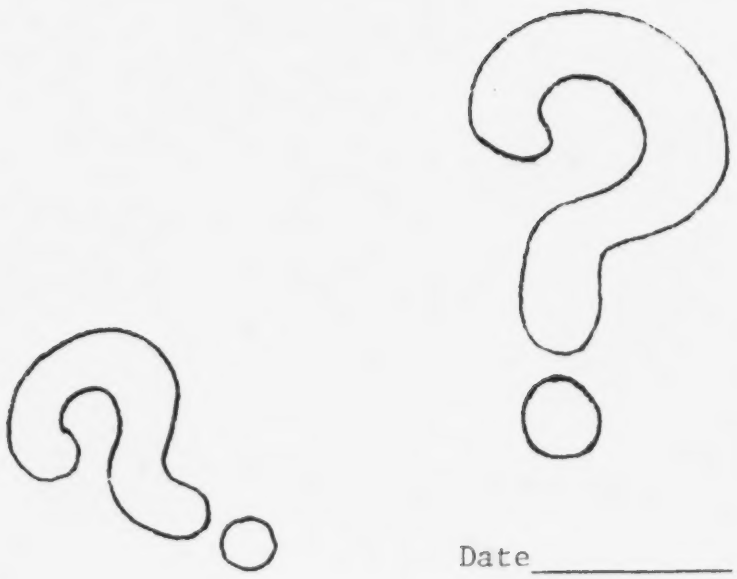
3. Feeding fish_____

4. Cleaning tank_____

5. Cleaning cages_____

6. Bringing in lettuce, carrots, etc._____

Some of these same principles can be applied at a later date regarding child care.



Date_____

WHAT DO I KNOW ABOUT ME?

Who am I?

What do I know about what I am really like?

How do I feel about many things?

How have I changed since I was a baby?

Do I want to make any more changes?

What do I want my life to be like in the future?

Date_____

These are big changes that can be measured. I have made many other changes which I can't measure as I have grown.

Some of the things I had to learn were very important.

I had to learn to T_LK.

I had to learn to W_LK.

I had to learn to get along with other people.

I couldn't write all the things that I have learned.

This book will be a record of how I have changed, and how I hope to change.

I can add other changes in these spaces at other times.

Date_____

Date_____

Date_____

My age in this picture_____

ABOUT ME

I was born_____ _____ _____
month day year

City_____ State_____

I weighed_____lbs. _____ounces.

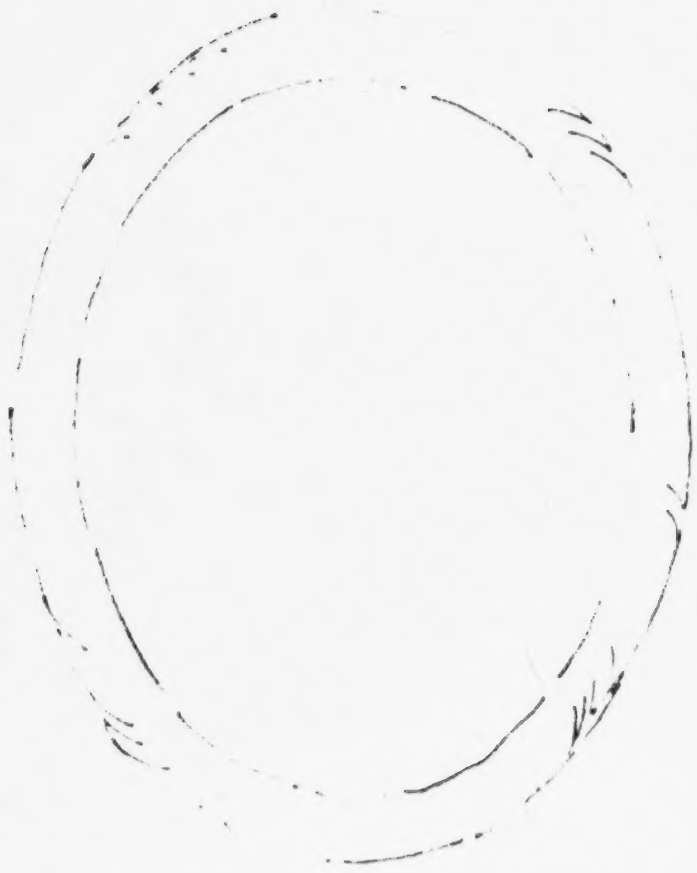
I was _____ inches long.

My family name is_____ _____
(last name)

I was named_____ _____
(first) (middle)

I was given these names because_____

_____.



Date_____

MORE ABOUT ME

I am now_____ _____
(years) (months)

I am now_____feet _____ inches tall

When I was born I was _____ inches.

I have grown_____feet _____inches.

I now weigh_____pounds _____ounces.

When I was born I weighed_____pounds _____ounces.

I have gained_____pounds _____ounces.

Date_____

STILL MORE ABOUT ME

How I Look Now
(Personal Appearance)

Color of my eyes_____

Color of my hair now_____

Height_____

Weight_____

Measurements we use when sewing or buying clothes.

Bust_____inches

Waist_____inches

Hips_____inches

Shoe Size_____

Dress Size_____

Hosiery_____

I can change some of these measurements if I try. By being careful of my diet, and by doing exercises I can change my figure.

I can't change my features, but I can change how I look to other people. I can look like this or like this . If I smile and am friendly I will seem more attractive.

Date_____

MY PERSONALITY

Personality means:

What I am like in my feelings.

The way I act.

And what other people think I am like.

Words Which Tell About Personality

friendly	not friendly
cheerful	gloomy
helpful	not helpful
dependable	undependable
courteous	discourteous
kind	unkind
thoughtful	thoughtless
considerate	inconsiderate
happy	unhappy

I think I am:_____

_____

Other people don't always understand me. Some people think I am:

_____

_____

MY SPEAKING VOICE

If I make a list of ways for anyone to improve, then I can remember them if I need any help.

How pleasant is my voice?

Do I speak clearly?

Do people have to ask me to repeat what I say?

Do I say a whole word, or do I sometimes leave off the ends of words?

Is my telephone manner pleasant?

Do I give people the idea I am a pleasant person by the way I speak?

How could I improve my speaking voice?

SOME OF THE THINGS I LIKE TO DO

When I am home:

Indoors:

Outdoors:

When I am alone:

When I am with others:

Places I like to go:

People I like very much:

Why I like some people:

A TEST ABOUT HOW I ACT	Never 0	Sometimes 1	Always 2
1. I am glad to have someone tell me I have made a mistake.			
2. I keep my temper under control.			
3. No one can talk me into doing something without thinking if it is right or wrong.			
4. I can make up my mind and stick to it.			
5. I like both boys and girls for friends.			
6. If I make a mistake I can own up to it. I don't say it is someone else's fault.			
7. I can start into a new school, or class, or job without getting nervous.			
8. When I have a hard job to do I can go ahead on my own without asking someone to do it for me.			
9. I try to think about what may happen later when I'm deciding whether to do something or not.			
10. I can keep from trying to get even when someone does something I don't like.			
SCORE Count how many answers in each column and multiply by the number at the top under the words. Then add each of these to see what your total is. This is just a score to remember if you ever want to try the test again later to see if you still feel the same.			

THINGS TO THINK ABOUT

1. Do I want to work outside my home?
2. Do I want to marry? What age? What kind of man?
3. Do I like little children?
4. Do I want to have children of my own?
5. How many children do I want?
6. Do I want to live in an apartment?
7. Do I want to live in a house?
8. Do I want to live on a farm?
9. Do I want to live in a small town?
10. Do I want to live in a city?
11. Do I like to cook?
12. Do I like to sew?
13. Do I like to keep a house clean?
14. Do I like to take care of children?
15. Do I like to be by myself most of the time?
16. Do I like to have people with me most of the time?

**** The answers to these questions will help me think about my future ****

Helping Your Children Look Their Best For School

Ask yourself these questions before your children leave for school. If you can answer YES to each question, you can be proud of the way they look.

Are clothes clean?

Are they pressed?

Do clothes fit well?

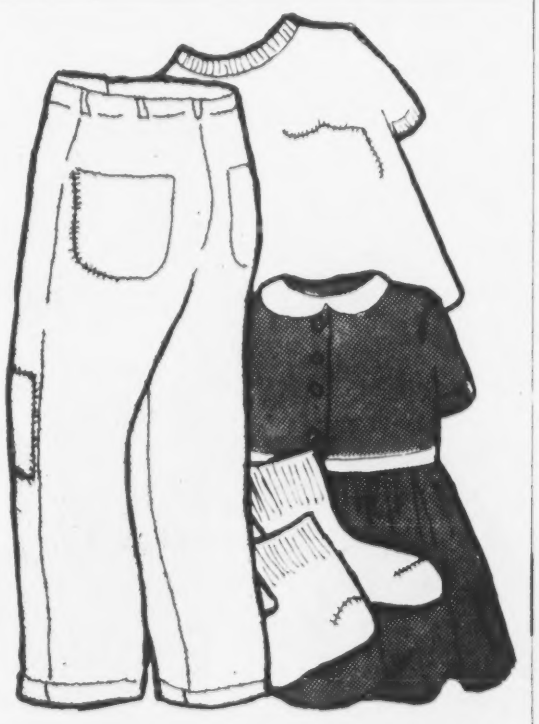
Are pants legs the right length?

Published by the Cooperative Extension Service, Auburn University, Auburn, Alabama, in cooperation with the Federal Extension Service, U. S. Department of Agriculture.

Circular HE-80

Are skirts the right length?

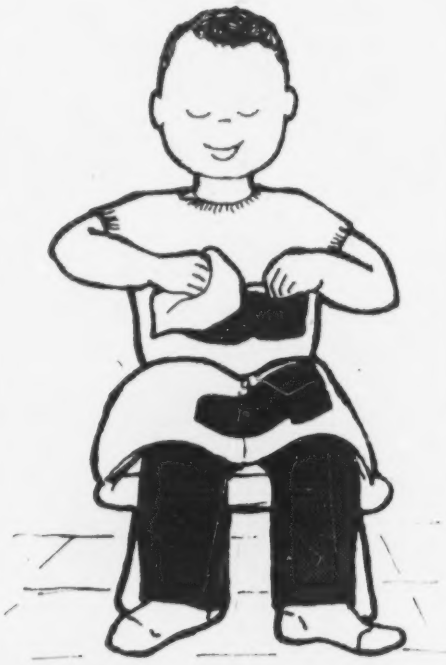
Are buttons, snaps, and hooks all sewed on?



Are torn places neatly mended?

Are clothes right for school?

They should not be too dressy.
They should not have lots of lace and ruffles.
They should be easy to wash and iron.

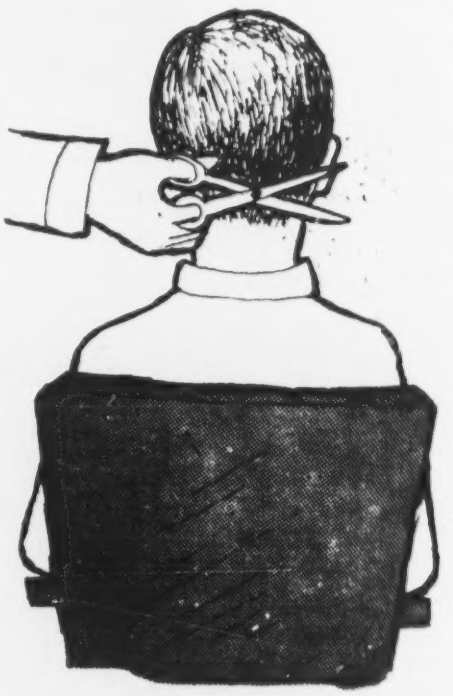


Are shoes clean and shined?

Are clothes hanging or folded?

Is hair clean, combed, and brushed?

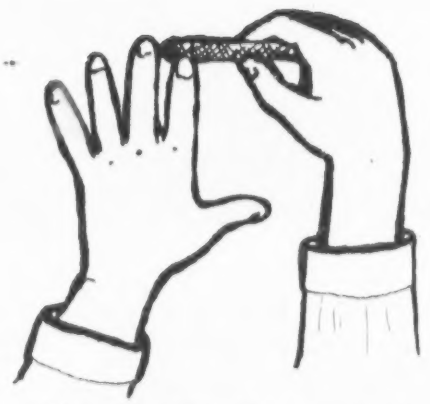
Combs and brushes should be clean, too.



Is hair cut when needed?

Have teeth been brushed?

Teeth should be brushed twice a day.



Are fingernails clean and shaped?

Has each child had a bath?

Bathe every day. Use warm water and soap. Use a clean wash cloth and towel.

Now, are your children ready for school?

Nancy Thornton
Asst. Specialist, Educational Methods

Kathleen Thompson
Specialist in Clothing and Handicrafts

Cooperative Extension Service
Auburn University, Auburn, Alabama

Issued in furtherance of cooperative extension work in agriculture and home economics, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Fred R. Robertson, Director of Extension Service, Auburn University.

(DS) 5M (Revised) 6:67 HE-80

Management and Maintenance in the Home

RATIONALE

The area of home management and maintenance is pertinent to educable mentally retarded boys and girls. The majority of students hope to marry and have families. Knowledge and skill in good home management and maintenance practices will increase their potential for success in these roles.

Occupations for the educable mentally retarded boys and girls often relate to domestic services and maintenance. Skills and efficient habits acquired from a study of home management and maintenance are applicable to such employment and enhance the value of the student in his job.

Home management and maintenance emphasis on budgeting, organization and systemized methods of work correlates well with the educational needs and learning procedures of the mentally retarded. Limited intellectual functioning and frequently, cultural deprivation cause these students to need guidance in more structured methods of carrying out everyday activities. Teaching procedures using step by step instruction increase student comprehension and it is easy to implement these instructions in the areas involved in home management and maintenance.

SUB-UNITS

Appliances
Budgeting
Children
Cleaning Methods
Communication
Consumer Education
Credit
Hobbies
Housing
Interior Decorating
Laundering
Leisure Time Activities
Maintenance and Repair
Tools
Using Community Resources
Dry Cleaning
Etiquette
Family and the Community
Family Unit
Food
Friends
Furniture
Health
Parent Education
Safety
Seasons
Sources of Help for Family Problems
Vocations

Other

_____ _____

_____ _____

SUGGESTED OBJECTIVES--TRAINABLE

Primary

TO BE ABLE TO . . .

. . . be aware of how to help in keeping a room clean.

. . . help sort clothes in preparation of washing.

. . . clean wet spot with sponge or mop.

. . . assist someone using tools by getting and holding them.

. . . use sweeper with assistance.

. . . recognize uses of simple hand tools.

. . . know dangers involved in using hand tools.

. . . use and recognize use of the telephone.

. . . do simple surface dusting.

Intermediate

TO BE ABLE TO . . .

. . . share responsibility in dusting and sweeping.

. . . set a table with assistance.

. . . wash, dry and stack dishes with assistance.

. . . use a mop to wipe wet spots.

. . . assist in making repairs.

. . . use a sweeper with supervision.

. . . use simple hand tools with supervision.

. . . speak on the telephone and take messages.

. . . measure soap for washing.

. . . assist in folding laundry.

. . . assist in gardening work.

. . . wash table once cleared.

Advanced

TO BE ABLE TO . . .

. . . assist younger children in eating, dressing, toileting and playing.

. . . take full responsibility of dusting and sweeping.

. . . set a simple table without supervision.

. . . wash, dry and stack dishes with supervision.

. . . clean the sink when dishes are finished.

. . . wash and wax floors with good results.

. . . use an electric sweeper without supervision.

. . . make minor repairs with some supervision (painting flat surface).

. . . use simple hand tools without supervision.

. . . use dial phone.

. . . offer assistance to others.

. . . make beds.

SUGGESTED OBJECTIVES--EDUCABLE

Primary

TO BE ABLE TO . . .

. . . take pride in the home.

. . . begin to know the importance of a home.

. . . understand simple property rights.

. . . assist in simple household chores.

. . . assist in taking care of a garden and lawn.

. . . show respect for property during play.

. . . show good manners in the homes of others.

. . . recognize the functions of different rooms in a home.

. . . understand that people live in different houses.

. . . assist in caring for pets.

. . . return items to proper place.

. . . discuss family responsibilities at home.

. . . understand that we need to help each other.

Intermediate

TO BE ABLE TO . . .

. . . take pride in the home.

. . . clean room, make bed, dust and wash dishes under supervision.

. . . take care of simpie gardening chores without supervision.

. . . understand not to deface property of others.

. . . accept responsibility for damaging property.

. . . behave properly when visiting others.

. . . recognize family size in relation to home needs.

. . . understand family needs in relation to money.

. . . understand that people have control over home and neighborhood conditions.

. . . plan leisure time.

Advanced

TO BE ABLE TO . . .

. . . understand why a home should be clean and attractive.

. . . assume housecleaning chores independently.

. . . use appliances in the home.

. . . do simple household maintenance work.

. . . use the home for entertaining.

. . . properly care for pets.

. . . understand how utilities serve the home.

. . . recognize that a home reflects individual needs and values.

. . . know and perform skills necessary for maintaining and managing a home.

. . . full knowledge of emergency services for the home.

. . . shop economically and knows what to look for in products.

. . . find a place to live.

. . . understand the concept of credit.

CORE ACTIVITIES

Arithmetic Activities

1. Have students prepare a budget when basic income and expenses are known.
2. Have each student relate how many members are in their family. Put this on an experience chart. Let the class decide who has the largest and smallest family. Who has the most brothers or sisters, who has the least brothers or sisters.
3. Have each student set a table and have them relate the number of pieces of silverware, dishes and glasses for each place setting. Total pieces of silverware, dishes and glasses used to set the entire table.
4. Have students plant different flowers in individual flower pots. Each student charts the number of days before the plant sprouted, number of days before it bloomed, how many days it took to grow.
5. Bring in sale advertisements and have the class determine the amount of money saved by shopping through sales.
6. Discuss how we have to pay money for everything we want; consequently we must know how to identify and handle money.
7. Discussion on what is take-home pay. How much should go for rent? for food?
8. Have class plan out a savings and expense record.
9. Review why total days in the month are necessary when considering income and expenses.
10. Discuss dollar cost of credit.
11. Have each student select a movie from the newspaper advertisements. Figure out how much time it will take from the time of leaving home until returning home; how much it will cost.

Social Activities

1. A list can be compiled of the things necessary to do in keeping a room, house or yard clean.
2. Students will be able to keep a scrapbook of their daily and weekly chores. The chores of each member of their family can be included.
3. A time schedule can be worked out for daily routines. Discussion of the best time to do these things can follow.
4. Proper use of the telephone can be demonstrated. Important numbers to know in case

of an emergency.

5. Demonstration of proper manners to use when shopping, visiting neighbors, or cleaning the yard.
6. Have the students bring in newspaper articles pertaining to home maintenance. A discussion of these articles can be made with them being posted on a bulletin board.
7. Have students bring into class pictures of well-kept houses and lawns to be placed in a scrapbook.
8. Have class think through and discuss "needs" as opposed to "desires."
9. Discuss amount of time that should be devoted to recreation each week.
10. Discuss "do's" and "don'ts" of using credit.

Communication Activities

1. Discuss what home means. Compare home and house.
2. Have students bring in pictures of work each member of the family does. A scrapbook can be made.
3. Have the students compile a list of ways one helps at home.
4. Demonstration on proper use of cleaning beds.
5. Have the students discuss or draw pictures of the ways they help to keep the grounds outside the home clean.
6. Older students can read poems or stories on the history of furniture or homes.
7. Role-play situations which cause friction; i.e., deciding who washes dishes, or buying something at the store.
8. Have students identify sounds of the city and farm from a pre-recorded tape.
9. Have students compose sentences about a bulletin board display.
10. Have students list clothes that they own using clothing catalogues.
11. Discuss what items people buy on time.
12. Discuss things agreed to when buying "on time." These things are usually stated in the contract.

Safety Activities

1. Make a list of all the harmful items in a home (cleaners, paints) and discuss proper storage for each.
2. Demonstrate how faulty wiring, outlets, or heating requirements can cause fires.
3. How the proper storage of toys and tools can prevent accidents. Make a bulletin board display of types of accidents that occur in the home.
4. Have the students prepare reports on the various ways things become broken, stolen or missing when carelessly left around.

Health Activities

1. Chart the importance of properly disposing garbage.
2. Brochures and newspaper articles can be brought into class on the types of pests found in and around the house; their harmful effects on the family; and how to get rid of them.
3. An insurance salesman could be invited to talk to the class on health insurance; its cost, benefits; and what to look for when purchasing insurance.
4. Have the students list the number of rooms in their house and what type of heating is used to warm the house. Is it adequate? What happens to people's health when a home is improperly heated?
5. Have students demonstrate the proper items and chemicals to use and how to use them when cleaning the home.

Vocational Activities

1. The jobs available to men and women in home care and maintenance should be explored.
2. Students should be encouraged to ask questions about procedures they are not sure about.
3. Have students list what they are and are not capable of doing.
4. Discuss developing daily responsibilities toward pets.
5. A display can be made of the importance of time; i.e., getting to school or work, how long are lunch breaks, what time does the family eat dinner?
6. Assign classroom tasks to students. Rotate duties weekly, giving each student an opportunity to perform each task.

VOCABULARY

Primary

allowance
animals
bed
bedroom
bills
bus
car
care
clothes
duty
food
furniture
garden
hang
help
house
jobs
kitchen
lawns
money
neater
pay
plant
refrigerator
repair
room
spend
stove
truck
washing
wisely
yard

Intermediate

articles
budget
cheap
clothing
date
department store
expense
expensive
leisure
month
movie
party
pay check
record
recreation
savings
theatre
utilities
wages

Advanced

against
allowance
asphalt
balance
cancelled
charge accounts
charges
cleaning
consumer
contract
cost
credit
defrost
dishes
dollar cost
finance
floors
healthier
housework
installment
interest
legal lenders
light
loan
luxury
overhead
percent
revolving
risk
trade-in

LESSON NO. 1

LEVEL: Primary

SCOPE: To show that families live in homes in the country or the city.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to understand that families live in homes.	Introduce this activity with a discussion of the bulletin board entitled "Home and Family." The board will display rural and urban homes; black, yellow and white families; animals found in the city and on the farm. Have the students suggest sentences for each section of the bulletin board. These statements are to be used on an experience chart on the chalkboard. Play a tape of city sounds (traffic) and country sounds (farm animals). Identify the sounds and have the children match them with the pictures on the bulletin board. Add these sounds to the experience chart. Vocabulary: bus, car, truck, animals.	Bulletin board, pictures of homes, families, and animals Chalkboard, chalk Tape recorder, pre-recorded tape of city and farm sounds.	*Home and the Family* (List kinds of homes--rural and city). Describe activities of family in each picture. List the urban and rural sounds identified on the tape.

LESSON NO. 2

LEVEL: Primary

SCOPE: To develop an acceptance of responsibilities in the classroom.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to demonstrate the acceptance of general duties and responsibilities in the classroom by performing a duty every day for a week.	Make a chart with removable name tags, naming various classroom chores. Rotate weekly; each child taking turns with responsibilities. Examples: *cleaning chalkboards* *hanging up clothes* *dusting erasers* *watering plants* *room monitor*	Poster board, oaktag, marker pen, pins/tacks	Our Duty Chart tells us what we must do this week. (List the jobs.) We learned how to hang up our jackets, to keep the classroom neater and to hang up clothes.
	Keep a written record to be sure that each child does his job. This will also be useful in working out individual problems.	Record book	
	Demonstrate the proper method of performing each skill and then have each student perform the job.		
	Write an experience chart.		
	Vocabulary: duty, jobs, help, hang, neater.		

LESSON NO. 3

LEVEL: Primary

SCOPE: To help the students understand why a yard should be kept clean

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to show understanding of the importance of keeping the yard clean through discussion and class activities and by removing debris from the school yard.	1. Display a bulletin board featuring house and yard displays.	Bulletin board, pictures of houses lawns	How do we take care of our house and yard? (Have children make the suggestions to be listed.)
	2. Discuss the ways of adding to the attractiveness of a house. a) Keeping the lawn mowed and free of debris. b) Having the house painted and in a state of good repair.		How do we take care of growing things around the house? (Again, let the children make the suggestions.)
	3. Demonstrate and discuss how to plant and care for a small garden. Allow the students to select what they would like to plant in the classroom.	Containers for planting, dirt, seed catalogue, seeds	
	4. Begin a scrapbook, "My Home" to be added to throughout the remainder of the unit. Have students cut out pictures of well-kept houses and lawns. These are then placed in the scrapbook.	Paper, construction paper, crayon, binders, magazines, scissors, paste	
	5. Write an experience chart on the chalkboard.	Chalkboard, chalk	
	Vocabulary: Care, yard, house, repair, garden, plant, lawns.		

LESSON NO. 4

LEVEL: Primary

SCOPE: To develop an awareness of home furnishings.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to become aware of the various furnishings in a home by identifying furnishings and rooms in which they are found.	1. Have the students add to their scrapbook by bringing in pictures of furniture. 2. Discuss common home furnishings and categorize them according to rooms in which they are placed. 3. Use a scale doll house and appropriately place the furniture in the rooms. 4. Place 3"x 5" cards with pictures of furniture pasted on them in a box. Have one student at a time draw a card from the box and state what it is and what room of the house it is found. Repeat this until each student has had a turn. 5. Discuss and have students demonstrate proper care of furniture. 6. Write an experience chart about the proper care of furniture. Vocabulary: furniture, stove, refrigerator, bed, room, bedroom, kitchen, washing.	Paste, paper Doll house furniture Doll house 3"x 5" cards, pictures of furniture, large box for cards to be drawn from	Today we learned about some furniture found in a home: stove, refrigerator, bed. We also learned in which room we find a: bed: bedroom stove: kitchen We need to take care of our furniture by: washing keeping our shoes off furniture polishing

LESSON NO. 5

LEVEL: Intermediate

SCOPE: To develop an awareness of the need for money.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to demonstrate an awareness of the basic concept of budgeting by identification of coins and bills.	1. Discuss that we have to pay money for things that we need and want. Stress the importance of paying bills promptly. a) Groceries b) Clothes c) Telephone, gas, electricity		We learned that we must pay for things we want such as, clothes and food. We also receive bills for electricity and gas which are to be paid right away. We also learned how to spend our allowance wisely.
	2. Pass out mimeo worksheets and have the students identify coins and bills or use play money.	Mimeo worksheets and/or play money	
	3. Have the students practice budgeting their allownace--on a very limited scale.	pencils, paper	
	4. Write an experience chart. Vocabulary: pay, clothes, food, bills, allowance, spend, wisely, money.	chalkboard, chalk	

LESSON NO. 6

LEVEL: Intermediate

SCOPE: To develop the skills of budgeting.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to show understanding and recognition of the skills and the concepts needed in the planning of a budget by preparing a budget.	1. Introduce budgeting as a necessary practice from the time the person receives a pay check. When one is gainfully employed there are many expenses that must be planned for. A budget helps to plan where each portion of the paycheck will go. Use the overhead projector to show a prepared budget plan. 2. Conduct class discussions on: a) What is the "take home" pay ? b) What amount should be put into savings? c) How much of take home pay should go for rent? d) How much of the take home pay should go for food? (35% - 40% of salary recommended). Have group participation on determining how much other items cost, e.g., transportation, recreation. 3. Give the students a given dollar amount ($280.00) and have them prepare a budget. 4. Write an experience chart. Vocabulary: budget, utilities, wages, expenses, pay check.	Overhead projector, budget plan in hand-outs section, Booklet: *Everyday Business.* Cal-Central Press, Sacramento, Calif. Pencils, paper, chart paper	A budget plan is a record of the amount of money your take home pay will be and the amount of it you plan to spend during the month. In making a budget you should know how much your take home pay will be. Plan your expenses and decide what you would like to save.

LESSON NO. 7 **LEVEL:** Intermediate

SCOPE: To develop an understanding of the importance of maintaining a savings program.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to maintain an accurate and current savings and expense record.	1. Begin by stating that after a budget plan is determined some method of recording daily expenses must be carefully kept. Discuss how this is important in knowing how well one is keeping within their budget. 2. Have the class plan out a Savings and Expense Record by: a. showing prepared Savings and Expense Record form on overhead projector. b. asking students for items to be included and when each should be paid for. c. reviewing why total days in the month are necessary: 1. Some bills are due same time every month. 2. Some expenses occur throughout the month. d. emphasizing that this is a responsibility and must be accurate and kept up-to-date. e. establishing methods of entering items correctly as to amount and column. f. discussing the possibility of carrying a small notebook or calendar booklet to temporarily record cash items one may tend to forget.	Mimeo Savings and Expense Record in handouts, Overhead projector, grease pen	A Savings and Expense record is important in knowing how well we stay within a budget. This record must be carefully kept and up-to-date. At the end of the month, we add the expenses for each column. From this we can tell if we spent too much.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
LESSON NO. 7 (cont)	3. Have the students complete a Savings and Expense record using $260.00 as take home pay.	Pencils	
	4. Write an experience chart.	Chart paper	
	Vocabulary: savings, expense, record, date, month.		

LESSON NO. 8

LEVEL: Intermediate

SCOPE: To become aware of the necessity of budgeting for clothing.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to show understanding that clothing is perhaps one area that needs more selectivity to fit into the budget than most other items, by selecting a wardrobe.	Have each student make a list or inventory of clothing already owned and what they think they need.	Pencils, paper, catalogues from department stores	To get the most value from your clothing dollar be systematic about your spending.
	Explain and discuss places to buy clothes: department stores--budget department and expensive department.		
	List on chalkboard stores of good reputation and national chain.	Chalkboard, chalk	Figure out how much you can spend on each item before buying.
	Point out regular trend for "sales."	Sale tabloids, newspapers, advertisements	
	Let the class think through and discuss what "needs" are as opposed to "desires," as well as impulse buying, i.e., articles rarely worn.	Pamphlet: *Your Shopping Dollar and Your Budget.* Money Management Institute, Household Finance Corp., Chicago, Ill.	Do not buy all major items the same year.
	Discuss reasons that cheap clothing may not be the best clothing, i.e., wears out faster, seams split.		
	Write experience chart.	Chart paper, pens	
	Vocabulary: clothing, department store, articles, cheap, expensive		

LESSON NO. 9

LEVEL: Intermediate

SCOPE: To develop an awareness of scheduling time is a form of budgeting.

INSTRUCTIONAL OBJECTIVE	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to show understanding that planning for leisure time is a form of budgeting.	1. Read and discuss *Leisure Time--Recreational Activities.*	Booklet; *Leisure Time--Recreational Activities.* Cooperative Research Services, Radnov Road, Delaware, Ohio.	People need some form of recreation or entertainment. A good source of entertainment are the movies.
	Discuss the amount of time that should be devoted to recreation each week; such as: ball games movies skating parties		A movie should be selected for enjoyment and appreciation.
	2. Make a group project of selecting a movie for this week's pleasure. a. which movie? b. how to select. c. kind that offers the most entertainment. d. cost of movie. e. other items. f. attend movie with date and costs	Movie section of newspaper, theatre billings	Movies are an inexpensive form of entertainment.
	Have each student select a movie from the newspaper advertisements. Figure how much time it will take from the time of leaving home until returning home. how much it will cost.		
	3. Write experience chart. Vocabulary: theatre, movie, recreation, leisure, party.	Chart paper, pencils	

The following lesson series is adapted from a pilot project designed to teach home-making practices to young, low income, homemakers. The Alabama Home Economics Pilot Project, Cooperative Extension Service, Auburn, Alabama, and Federal Extension Service, USDA, cooperating are responsible for the original series as well as the correlated circulars. The circulars are easy to duplicate and are suggested for distribution to students.

Teacher preparation should include thorough familiarity with the circulars, the procedures being taught, and local banks, stores, and loan companies to which reference may be made. Use of visual materials, dramatizations and resource persons should be utilized for emphasis.

LESSON NO. 10

LEVEL: Advanced

SCOPE: To develop a knowledge of the basic principles of credit buying.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to state what consumer credit is.	Discuss what consumer credit is and the ways to use it.	Background information for this lesson in Hand-outs section.	
2. To be able to know the sources for obtaining consumer credit.	Talk about places that have consumer credit plans. Discuss places that loan money--make a list on chalkboard or prepare handouts on local credit services.		
3. To be able to know why to borrow from a legal lender.	Talk about the cost of consumer credit at these places. After discussion, give out circular. Read and discuss it with the students.	"What is credit? Where Can You Get It?" Circular HE-57.	
4. To be able to understand the importance of shopping around for credit.	Discuss what families buy on credit. Students can contribute family experiences in credit buying. Vocabulary: credit, consumer, loan, cost, charge accounts, installment, revolving, legal lenders.		

LESSON NO. 11

LEVEL: Advanced

SCOPE: To develop discriminatory methods of using credit.

INSTRUCTIONAL OBJECTIVE	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to consider the factors in using credit.	Discuss questions you should ask yourself before deciding to use credit. Use visuals.	Background information for this lesson in Hand-outs section.	
To be able to know it is not always a good idea to use credit.	You may wish to hand out Circular HE-58 so that students can follow the discussion from the booklet.	"Should you Use Credit?" Circular HE-58.	
	Discuss reasons for and against using credit. Use visuals. Hand out Circular HE-60.	"Reasons For and Against Using Credit" Circular HE-60.	
	Discuss the "do's" and "don'ts" of using credit. Use visuals. Hand out Circular HE-59.	"Do's and Don'ts of Credit" Circular HE-59	
	Vocabulary: Against, luxury, healthier, interest, risk, finance, contract.		

LESSON NO. 12

LEVEL: Advanced

SCOPE: To become aware of what a contract means.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to know exactly what is being agreed to when buying on time.	Discuss the importance of understanding a contract.	Background information for this lesson in Hand-outs section	
To be able to understand the importance of a contract before signing.	Give out Circular HE-61.	"Your Contract When Using Credit." Circular HE-61	
To be able to know what information should be in a contract.	Discuss things that should be in a contract. Use visuals. Allow students to ask questions about each point.		
To be able to understand that a contract with any blanks not filled in should not be signed.	Hand out Circular HE-62. Discuss things you agree to when you "buy on time." These things are usually stated in the contract.	"Buying on Time" Circular HE-62	
To be able to obtain a copy of the signed contract.	Vocabulary: cancelled, balance, percent, trade-in, allowance, overhead.		

LESSON NO. 13

LEVEL: Advanced

SCOPE: To know what is meant by "dollar cost."

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to understand why it is necessary to know the dollar cost of credit.	Discuss the dollar cost of credit: a. What it is. b. Why we need to know the dollar cost of credit.	Background information for this lesson in Hand-outs section	
To be able to figure the dollar cost of credit by using examples in the lesson plan.	Hand out Circular HE-63 and figure out the dollar cost of credit using the examples. Figure the dollar cost of credit using examples suggested earlier or examples included with this lesson plan. Vocabulary: dollar cost, charges.	"How to Figure the Dollar Cost of Credit." Circular HE-63	

76
94

LESSON NO. 14

LEVEL: Advanced

SCOPE: To develop a knowledge of cleaning methods employed in the home.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to understand and practice methods given in class on keeping a house clean.	1. Pass out Circular PA-730. Read the booklet and discuss the importance of cleaning a house. 2. Have students demonstrate the proper items and chemicals to use and how to use them when cleaning. 3. Other suggested activities using the following pamphlets and circulars: PA-734 "When to do House Cleaning Jobs" PA-735 "Many Hands Make Housework Light" PA-736 "Clean Floors for a Clean House" PA-737 "Clean Dishes for a Clean House" PA-738 "Clean Clothes Closets for a Clean House" PA-740 "A Clean Bathroom for a Clean House" PA-741 "Clean Walls, Ceilings, and Woodwork for a Clean House" PA-742 "Clean Windows, Mirrors, and Other Glass for a Clean House" HE-28 "Floor Problems" HE-29 "Care of Asphalt Tile Floors" HE-50 "How to Clean and Defrost the Refrigerator" HE-65 "Cook Better with a Clean Electric Range" Vocabulary: Housework, light, floors, dishes, cleaning, asphalt, defrost.	"What to Use to Clean Your House" PA-730	

AUXILIARY ACTIVITIES

Resource People

Family life service representative
Domestic employee
Real estate agent
Banker
Lumberyard salesman
Credit service representative
Art, music and crafts teacher
Furniture salesman
Lawyer
Resource people from units on "Food." "Clothing." and "Child Care"

Other

_____ _____

_____ _____

Field Trips

Furniture store
Mobile home
Lawyer's office
Public health department
Fire or police department
Hardward store
Janitoriai services
Disposal services
Bank
County extension or home demonstration agent's office
Telephone company
Lumberyard
Home show
Second-hand stores
Home furnishing's store
New home under construction
Transportation
Recreational facilities
Insurance company
Around neighborhood to see different types of dwellings

Other

_____ _____

_____ _____

Bulletin Board Displaying

Points of furniture arrangement
Household pets and how to "shoo" them
Pictures of recreational facilities or types of recreation available
Hobbies
How to make a bed
How to get time off your mind
Newspaper clipping regarding accidents involving children
Safety features in the home

Rules to follow when caring for children

Books on houses

Different types of houses for people and animals

Materials used to build a house

Other

_____

_____

_____

_____

Demonstrations

Housekeeping methods

Budgeting structure and practice

Arranging furniture for safety, efficiency and comfort

Laundering procedures

Dressing less capable children

Showing the needs of a good home

Making a home attractive

Using color combinations

Planning a work schedule; daily, weekly, monthly

Caring for furniture and appliances

Refinishing furniture

Repairing household furnishings, appliances, tools

Bedmaking

Making window flower boxes

Using appliances in the home

Making simple drapes or curtains

Dusting and vacuuming

Cleaning of walls, floors; painting and papering

Other

_____

_____

_____

_____

Discussions

What is a family?

Family income and expenses

How to entertain

What to consider when renting or buying a house

Family customs

Recreation for a family

Buying on time

Regarding insurance; cost, benefits and how to use it

Other

_____

_____

_____

_____

Bibliography

Primary

Baker and Ruder, **Green-Eyes Monster.** Pittsburgh : Stanwix House, Inc.

A card game which helps develop the skill of reading the minute hands of a clock; it is designed for use with primary level classes.

Cash Box with Play Money, Chicago: Ideal

A box containing approximately 500 cardboards representing a penny, nickel, dime, quarter, fifty-cent piece, and dollar; also play paper folding money in denominations of one dollar, two dollars, ten, twenty, fifty, and one hundred dollars.

Intermediate

Barclay, Marion S. and F. Champion, **Teen guide to homemaking.** N. Y.: Webster Division McGraw-Hill Book Company, 1967.

The textbook is designed to be used as comprehensive information in homemaking classes in the junior high school. Lessons are designed for boys and girls both, with emphasis on skills needed in a home where adults work. The book is divided into four main sections. The text is highly illustrated in drawings and black and white photographs with some color photographs.

Dolch, Edward W., **Pay the cashier.** Champaign, Ill.: Garrard Publishing Co., 1957.

A game involving the handling of play money. Players take turns being cashier or buyers; develops number concepts based on U.S. money. Game includes: play money--one and five dollar bills, assortment of nickels, dimes, quarters, half-dollars, molded plastic cashier's tray, priced merchandise cards, spinner and instructions.

Everyday business. Sacramento, Calif.: Cal-Central Press.

Hatcher, Hazel M. and M. E. Andrews, **Today's home living.** Boston: D. C. Health and Co. 1966.

Teacher's edition offers special helps for low ability students. Addresses for all publishers and suppliers of supplementary reference materials are included in the appendix.

Kahn, C. H. and J. B. Hanns, **Money makes sense.** Palo Alto, Calif.: Fearon Publishers, 1963

A worktext that teaches the principles of arithmetic through the use of money. Material is developed through pre-vocational and work-study experiences. Designed specifically for educable retardates, slow-learners, and for use in remedial arithmetic.

Lock and Learn Board, Chicago: Potomac Engineering Corp.

An aid to teach use of common household locks. Made of wood with four hinged doors; locks include a cupboard catch, bolt lock, sliding catch and hook and eye. Dimensions of board are 22" x 5½" x 1½"; finished in clear lacquer. Helps to develop eye-hand coordination.

Mooney, Thomas J., **Arithmetic that we need.** Phoenix, N. Y.: Frank E. Richards, Publishers, 1966.

A paperback worktext designed to teach basic learning skills developing from the concrete level of conceptualization to a more abstract level. Emphasis is upon measurement, Roman Numerals, money, per cent, time and money, deductions, liquid measure, temperature, and learning about shapes.

Starr, Mary Catherine, **Management for better living.** Boston: D. C. Heath and Co., 1962.

Retarded children need specific, clear, step by step instruction for their activities and learning experiences. For this reason, we strongly suggest this text as an aid for teacher's planning lessons in homemaking for the retardate. Household chores, care of clothing, use of time and energy are but a few of the areas which this author breaks into almost mechanical steps.

Telling Time: Facts and Fun, Valhalla, N. J.: Bowmar Records.

A 12" L.P. recording designed to increase young children's knowledge and interest in telling time. Using a series of five lessons in story format, the record presents facts of historical and scientific interest as well as instruction in telling time. The album cover is a clock face with movable hands. The record may be used by one child or a group. A teacher's manual leaflet with suggested activities is included.

Thermometer, Enlarged. N. Y.: Holt, Rinehart, and Winston, Inc. 1955.

A heavy oak tag copy of a thermometer, 11½" x 36" showing Farenheit scale on one side of both Farenheit and Centigrade Scales on the other side. A movable red and green ribbon represents the mercury. Primarily for teacher demonstration. Instructions included.

Your shopping dollar and your budget. Chicago: Money Management Institute, Household Finance Corp.

Advanced

Alabama Home Economics Pilot Project, Cooperative Extension Service, Auburn, Alabama and Federal Extension Service, USDA Cooperating, 1966.

Better living booklets, Chicago: Science Research Association, 1950-1957.

There are 33 **Better living booklets** *which were written for teachers, parents, and counselors to offer insight into the emotions and needs of youths--their problems and how they can be handled.*

Bohn, Raymond J. and J. D. Wool, **Useful arithmetic.** Phoenix, N. Y.: Frank E. Richards, Publishers, 1965.

A worktext containing problems related to purchases of groceries, household goods, clothes, postage, savings bonds, laundry bills, electric bills, cleaning bills, a comparison of prices, wages, deductions, checking sales slips, dues, memberships, transportation costs, figuring numbers of days, and figuring restaurant checks.

Choosing your career, Monterey, Calif.: Coronet Learning Programs.

A programmed re-usable booklet, 7½" x 10", written in a linear format. Information concerning the many factors that enter into choosing a career are shown, i.e., intelligent appraisal of personal strengths and weaknesses, requirements of different jobs, long range impact of automation. Included is a Self-Appraisal sheet which the student fills in as he works the program; he may keep this form for future reference.

Corcoran, Eileen L. and J. R. Pavka, **What is electricity?** Phoenix, N.Y.: Frank E. Richards, Publishers, 1966.

A booklet of the Science Series which teaches about electricity. Experiments are suggested and materials for the experiments are listed. The table of contents emphasis is on sources of energy, uses of electricity, some electrical experiments, and practical electrical repairs.

Fleming, Mary Owens, **Home nursing handbook.** Boston: D. C. Heath and Co., 1966.

This book evolved from successful experiences in home nursing classes in Pasadena, California. Perhaps this contributes to its practicality and adaptability for use with educable mentally retarded students. Frequent listing of procedures, equipment needs and progress evaluation lead to easy organization and presentation of instructional content. Illustrations guide bed making procedures and help students gain familiarity with equipment. The slant of the materials lends itself very well to vocational training.

How to answer when money talks. Minneapolis: Amidon and Associates, 1964,

A worktext with problems on installment financing, credit savings, education as an investment, insurance, and securities. Suitable for secondary school students.

Lawson, Gary D., **Better living.** Elks Grove, Calif.: Gary D. Lawson, 1964.
A worktext written for secondary special education pupils. Practical units covered include morals and virtues, marriage, and parenthood. Situations are illustrated in story form.

Leisure time--recreational activities, Delaware, Ohio: Cooperative Research Services.

Money, credit, banking, Minneapolis: Amidon and Associates, 1967.
A consumable worktext with information concerning money, credit, and banks; the information is reinforced through problems for student judgment. Suitable for secondary school students.

Occupational series. Minneapolis: Finney Company 1963.
Designed for educable mentally retarded students with extensive coverage of vocations included in ten paper-bound volumes. Most of the vocations mentioned are suitable for coverage in a homemaking class.

Prevo, Helen, **Family life.** Phoenix, N. Y.: Frank E. Richards, Inc. 1967.
The content deals with the problems and experiences of a young married couple who are graduates of a special class in a public school. Subjects in the stories include: planning to marry, looking for a suitable apartment, buying furniture, budgeting, out of work, moving, an addition to the family, neighbors. etc., through the fifth anniversary of marriage. Practice Materials accompanies the book.

Reiff, Florence M., **Steps in home living.** Peoria, Ill.: Charles A. Bennett Co., 1966.
This text was written expecially for the "disadvantaged." While no class is composed entirely of low-income students it is well to have materials suitable for this level. Enrichment materials can be added for those who read at a higher level. Mrs. Reiff worked with many groups of mixed races, and transient families but she does not talk down to her readers.

Shoemaker, Louise Proehl, **Parent and family life education, for low-income families.** Children's Bureau Publication No. 434-1966.
Even though these publications were not written for teachers the individuals dealt with were adults in need of household guidance. They provide ideas which will help prevent some students from becoming helpless, disorganized, discouraged housewives.

3-M Brand Printed Originals for Making Overhead Projection Transparencies
The Family, Means
The Health, and Happiness of the Family, Means
Marriage and The Family: Responsibilities and Privileges
Thermometer

Tripp, Fern, Super market: **Arithmetic problems in grocery buying.** Dinuba, Calif.: Fern Tripp, 1968.
A worktext designed for educable retarded teen-agers which presents story problems about groceries a family buys for everyday living. Topics include: U.S. money, change, check writing, exercises in sales slip writing, basic arithmetic facts and processes used in grocery buying, weights and quantities, number words, can size and servings, etc.

FILMS AND FILMSTRIPS

Primary

BEGINNING RESPONSIBILITY: LUNCHROOM MANNERS 11 min.

Children in a classroom who watch a puppet show entitled, "Mr. Bungle goes to Lunch" see that Mr. Bungle is funny, but clumsy and impolite. When one of the boys goes to lunch, he remembers to look neat, to go to the end of the line, to leave his place at the table clean, and to who good manners in order to make lunch pleasant for everyone. (Coronet 1959)

THE CALENDAR: DAYS. WEEKS. MONTHS 10 min.

Introduces the concept of the calendar and shows how a boy learns the relationship of days, weeks, and months in order to find out when the circus is coming to town. (Coronet 1954)

HOW A DAY PASSES 35 Fr. color

Length of a day--how the day is divided into A.M. and P.M.--times for play, work and sleep. (Popular Science)

MAKING CHANGE FOR A DOLLAR 10 min.

Presents several problems in arithmetic by using the different values of coins used in making change for a dollar. (Coronet 1954)

OUR FAMILY WORKS TOGETHER 11 min.

A family plans a weekend trip. Useful in helping a child to understand the need for assuming responsibility and to realize that there is fun and satisfaction in doing his share. (Churchill-Wexler 1959)

SCHOOL FOR TED 11 min. color

SCHOOL FOR TED *is designed to help first--grade children discover the values and responsibilities of their school community--to understand how pupils, parents, teachers, and staff members contribute to effective learning experiences in school. Children's crawings, clay figures, and a model school are combined with live-action scenes to illustrate the roles of all the people who work for the school to highlight a day's activities in a first-grade classroom. (Encyclopaedia Britannica Films 1964)*

TIME AND MONEY 23 Fr. color

Telling time and learning to count silver money. (Eye Gate House 1950)

Intermediate

ABC OF HAND TOOLS Part I 18 min. color

Early development, proper uses and abuses of: ball peen hammer, claw hammer, screwdriver, pliers--open end, adjustable, monkey, pipe and rachet wrenches. (Disney Cartoon) (General Motors 1946)

ABC OF HAND TOOLS Part II 18 min. color

Proper uses and abuses of: cold chisels, wood chisels, planes (block and jack), punches (starting, pin and center) brace and bits, files, rip and cross-cut saws, back compass, coping and hack saws--safety and proper storage of tools. (General Motors 1946).

ELECTRICITY AND HOW IT IS MADE 16 min. color

This film is designed to create a visual awareness of electricity—how it is produced, what it does, and how it is used to give us light, heat, sound and power. Both static and current electricity are illustrated through a series of simple demonstrations. (Encyclopaedia Britannica)

FRED MEETS A BANK (2nd edition) 13 min.

When Fred makes his first trip to the bank, he learns about opening savings accounts, handling checking accounts, securing loans, and some of the other services which banks perform. This second edition takes us on a tour through a modern bank, where we see all the departments, from safety deposit box rental to the bookkeeping department with its modern electronic computers. (Coronet 1963)

HAND TOOLS 79 Fr.

Elements of bench work--tools required--necessity of keeping bench and nearby floor space free from dust and trash--close-up shots, through description and how to use vise, hammer, cold chisel, file, screw drivers, pliers, adjustable solid and open-end wrenches. (Jim Handy 1941)

SAFETY IN THE HOME (second edition) 15 min.

Need for safe homes--frequency of home accidents and numbers of persons thus injured each year--one family's campaign to eliminate accidents in their home--many safety devices including those for garage, workshop, stairs, playroom, bedroom and kitchen--how accidents may be anticipated and prevented through careful safety arrangements. (Encyclopaedia Britannica Films 1947)

Advanced

AWAY WITH FIRES 30 min.

Promotes the fire prevention habit and shows proper and effective methods of using fire apparatus such as water, soda-acid, foam and carbon dioxide-type extinguishers. (Messa 1955)

COLONIAL HOMELIFE--WILLIAMSBURG, VIRGINIA 22 min. color

Early morning scenes--drawing water from well-stable scenes--grooming horses--building fire in fireplace--preparing morning bath--cooking meats--spring house--feeding chickens--smokehouse--preparing breakfast, making waffles, toast, coffee, frying eggs--serving colonial breakfast--authentic costumes, home furnishings and tableware. (Eastman 1943)

CREDIT AND LOANS 17 min.

Illustrates and describes all phases of borrowing and credit as it concerns the individual. Included are home and car purchasing, methods of financing installment purchases, and credit card usage. (Progressive Pictures 1961)

ELECTRICAL REPAIRS - Part I 42 Fr.

Simple electrical repairs--replacing fuse and male plug on an appliance cord. (Young America Films 1951)

ELECTRICAL REPAIRS - Part II 41 Fr.

Replacing a worn-out appliance cord--splicing a cord, replacing electrical socket and an appliance plug. (Young America Films 1952)

FIRE: WHAT MAKES IT BURN 11 min. color

Uses simple laboratory demonstrations to show what is needed to make a fire, what a flame is, how combustion takes place, and how a fire can be extinguished. Stresses that fire can be dangerous and illustrates safety measures for its control. (Encyclopaedia Britannica Films 1962)

FUNDAMENTALS OF END-CUTTING TOOLS 10 min.

Single-point end-cutting tools in action--six representative tools, their uses and characteristics--close-up views in slow motion. (U.S. Office of Education 1942)

HIDDEN ENEMIES IN YOUR HOME 46 Fr. color

This filmstrip emphasizes the prevention of environmental infection by destroying these microscopic invaders before they have had an opportunity to infect the members of the family. (Audio-Visual Associates 1960)

HOME ELECTRICAL APPLIANCES 11 min.

Animated drawings and actual scenes of house circuits, common heating and motor appliances--scientific principles stressed in connection with thermostatic controls, flourescent lighting and electric refrigeration--maintenance and care in connection with electric iron and motor of vacuum sweeper. (Erpi 1944)

HOW TO USE YOUR BANK 10 min.

Need for banks--checking and savings accounts--kinds of loans banks grant--other bank services, such as a safe deposit facilities, sale and redemption of U.S. Savings Bonds, issuance of traveler's checks, money orders and letters of credit, settling of estates and handling of trusts. (American Bankers Association 1957)

LAUNDERING AND DRY CLEANING 10 min.

Many types of jobs, both skilled and unskilled, in laundry and dry cleaning plants--sorting, washing, bleaching, drying, ironing and packaging--students learning machine operation, studying textiles, laundry chemistry, salesmanship, accounting and management in trade schools. (Vocational Guidance 1946)

MANAGING YOUR CLOTHING DOLLARS 62 Fr. color

Shows how every member of the family can be well dressed on any budget. Explanatory comments are printed directly on the filmstrip. (Household Finance Corp. 1960)

MARRIAGE AND FAMILY LIVING SERIES

Family Portrait *30 Fr.*
Future in Hand *30 Fr.*
It's A Date *30 Fr.*
Seeing Double *30 Fr.*
(McGraw-Hill 1953)

MOST FOR YOUR MONEY 14 min.

Basic principles of sound consumer buying illustrated by a girl purchasing a new sweater and a boy selecting a power saw. (McGraw-Hill 1955)

PAINTING IN THE HOME--Part I 46 Fr.

Types of paint and general function--types of brushes--how to paint new and old surfaces--how to hold and use brush. (Young America Films 1953)

PAINTING IN THE HOME--Part II 44 Fr.

How to paint a ceiling, a wall, woodwork trim and a door--cleaning and storage of brushes--disposal of cleaning fluid. (Young America Films 1952)

PAYING YOUR BILLS 47 Fr.

Advantages of establishing good credit--file, receipts in safe place-- proper method of writing checks--paying bills. (Popular Science 1954)

PLUMBING REPAIRS 46 Fr.

Common plumbing repairs--replacing a worn-out washer in a faucet--using a "plumber's friend" to open a drain. (Young America Films)

REPAIRING DOORS AND WINDOWS 40 Fr.

Repairing a sticking door--removing and rehanging a door--loose door knob--loosening and repairing a sticking window and adjusting roller shades. (Young America Films 1962)

A TEEN-AGE FARMHAND 11 min. color

Routine duties on farm--feeding horses, chickens, ducks, pigs--cleaning chicken house--harvesting, baling, and storing hay crop--gathering eggs, milking cows. (Frith 1943)

Hand-outs

Draw a Line from the Word to the Picture

DIME

NICKEL

FIVE DOLLARS

QUARTER

PENNY

ONE DOLLAR

BUDGET PLAN

MONEY I TAKE HOME		MONEY I PLAN TO SPEND	
Wages I take home	$250.00	Savings	$21.00
		Rent	70.00
		Utilities	20.00
		Garbage	2.00
		Food	70.00
		Car	20.00
		Insurance	12.00
		Entertainment	25.00
		Personal (clothing, medicine, cosmetics)	10.00
TOTAL	$250.00	TOTAL	$250.00

SAVINGS AND EXPENSE RECORD

Month of:							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
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25							
26							
27							
28							
29							
30							
31							
Total							

Background Information for Lesson No. 10

Everyone uses credit. Some of you may not realize it, but you use credit when you use electricity, gas and water. This is consumer credit because you use these things before you pay for them. It's just like getting a refrigerator and using it while you make payments. *What is consumer credit?* It is buying things on time. It is borrowing money or getting a loan.

Consumer credit helps you buy things when you don't have enough cash on hand. But you must be careful not to buy more on credit than you can afford. You won't be able to pay those monthly bills if you buy too much on credit. Consumer credit does not take the place of money, it is money. It takes money to use credit. Credit is not a give-away. When you buy on time, you must have income to make payments.

Consumer credit helps you increase the amount you can buy *at the present time.* Consumer credit is given for a short time--1 month to 5 years. You get it in one oif these forms:

Charge Accounts *Installment Buying* *Cash Loans (borrowing)*

NOTE: Consumer credit is the subject of all these lessons. The other type of credit is mortgage credit. It is longer-term credit, and is used to buy homes, businesses and farms. You do not need to discuss this point with the students, unless they raise the question.

INSTALLMENT BUYING

Most people use installment buying for big purchases, such as refrigerators, stoves, cars, and TV's. They usually make a down payment and pay a certain amount each month until the item is paid in full.

You can use the item you are buying while you pay for it. You pay more to buy something on the installment plan--more than if you paid cash. You save money if you pay cash.

But, installment buying lets you have things you might otherwise have to wait years to buy. Payments are easier to make because they are stretched over a period of several months or even years.

There is a big disadvantage to installment buying. It ties up family income for a long time. You may need money for other things, even emergencies, (such as sickness; major repairs on the house or equipment). You must make payments each month on installment. If you can't pay for what you are buying, it is taken away. You also lose the money you have already paid for it.

So, you must be very careful. Installment plans can tempt you to buy too much.

CHARGE ACCOUNTS

Regular Charge Account: Charge accounts are another form of consumer credit. With a regular charge account you pay for goods 30 to 60 days after you buy them. The main advantage of charge accounts is convenience. They are easy to use. You do not have to carry a lot of cash. You do not have to wait for change.

DON'T use charge accounts . . .

. . . if you spend money too quickly and easily.

. . . if you are in debt.

. . . if you usually spend more money than you make.

. . . if you buy things that cost too much.

Revolving Charge Account: Some stores have revolving charge accounts. There is a service charge for this kind of credit. You decide how much money you can afford to pay to the store each month. This depends, of course, on how much money you earn and what other expenses you have to meet. If you need help in making a decision, ask the credit sales manager at the store to help you. This is part of his job.

Decide what you can afford to pay monthly. Then set a limit on how much you can owe the store at any one time. The store will not sell you more than the limit you have agreed to owe. At the end of each month you pay a part of the total amount you owe.

The revolving account is good for some families. Many families may find it hard to pay all of their bills at the end of a 30-day period. If so, a revolving charge account may be used. But remember there is a service charge each month of 1% to 1½%. Also, a revolving charge account may lead to wasteful buying. If you use it all the time, you are always in debt.

So there are three kinds of consumer credit at stores: Installment plan, Regular charge account and Revolving charge account.

CASH LOANS

Banks: You can get consumer credit at a bank, too, in the form of a cash loan. Banks charge a lower interest rate than most other places where you can get a loan.

The maximum interest a bank can charge is usually set by state law. Interest will be lower if you are a good credit risk. You are a good credit risk if . . .

. . . you always pay your bills.

. . . you pay your bills when they are due.

. . . you have a job and are paid regularly.

. . . you own things that are worth more than the amount you want to borrow.

To borrow from a bank, you must be a good credit risk. You may also need collateral (goods to back up the loan). Then if you can't pay back the loan with money, whatever goods you listed as collateral are used to pay the loan. (Explain this with examples.)

Personal Finance Companies and Small Loan Companies: Personal finance and small loan companies also give cash loans. You do not need much income to borrow from one of these companies, nor do you need to own as many things. Because you do not need as much collateral, the interest may be higher at these companies. Loans usually range from $10 to $300. You pay interest each month only on the amount you owe (unpaid balance).

LEGAL LENDERS

There are illegal lenders in almost every town. They are not regulated by law. They can charge very, very high interest rates. Illegal lenders do not want a license to make loans. Having a license puts a *fair* limit on the money they can make and they are usually in the business to get rich off you. For your own good, borrow from a lender with a license.

Background Information for Lesson No. 11

As future home managers, students should know the following:

Credit is often easy to get. It is so easy that many are tempted to use too much. If you use credit and are not careful, you will have too many debts, and you will not be able to make payments.

Don't be in a hurry. Think before you decide to use credit. Ask yourself these questions:

1. Do I really need this thing I want to buy on credit? Is it just a luxury? (You may need to explain luxury.) Do I need it or do I just want it? Maybe I want it because "Mrs. Jones has one like it."

2. Well, maybe I do need it. But do I need it now? Can I wait and pay cash? I save money when I pay cash. Using credit usually costs money. Do I need credit to buy it?

3. What good will it do me? Will it save time? Will it save energy? Maybe my family will have the time and energy we need to do other things. Will it help us make more money? (For example: Some farm equipment, an iron so you can iron for other people, a sewing machine.) Will it make my family healthier and happier?

4. Can I make the payments? Add up your income. Then see how much you pay already for other things: food, clothes, rent, utilities. medical care, school, care, etc. How many payments do you already make each month (on installment, charge accounts and loans)? If you can't make the payments, don't buy. You will lose money and also the thing you are buying. You may also lose some things you own, if you use them as collateral. Collateral is made up of things you own and is used to pay debts if you can't pay money. These things you give up are usually worth a lot more than what you are buying.

5. Will I pay too much in interest or carrying charges? It costs a lot of money to "buy on time" at some stores. Be sure you know exactly how much you pay to borrow money or "buy on time." Compare the credit cost of an item with the cash price.

6. Is having something now worth the extra money I must pay for the use of credit?

7. What will I give up to pay for it? Will my children have clothes they need? Will they have money for books and school fees? Will we have heat for winter? Will we have enough to eat? Perhaps you won't have to give up anything. But think about this before you use credit.

8. Is it worth the risk of losing the money I have put into it if I can't finish paying for it? When you are not sure you can make payments, you are taking a big chance. You are risking losing all the money you make in payments, and you risk losing what you are buying. Can I afford to lose money? No one can.

9. Am I buying or borrowing from a fair and honest person or dealer? Know your dealer or lender. Look for his state lending license. Be sure he is not charging you too much for the use of credit.

10. Do my reasons for using credit outweigh reasons I should not use it?

SOME REASONS FOR USING CREDIT:

1. Credit is easy to obtain. You can get credit from some store. (But remember you pay more for it.)

2. Credit lets you buy things you need when you can't pay cash. Many people have trouble saving enough to pay cash for large items.

3. You can use things while you pay for them. Maybe you really need something today, but it will take you six months to save enough to pay for it. So you decide to "buy on time" so you can use it while you pay for it.

4. You may get better service when repairs are needed. On the installment plan, the dealer owns the items until all payments are made. Because of this, he may want to keep it repaired.

5. Credit can be useful in emergencies. When some member of your family gets sick, you may need credit to pay for the doctor, the hospital, or medicine. You may also need credit to pay for major repair bills; fixing the roof, buying a part of the car, repairing the refrigerator, etc.

SOME REASONS FOR NOT USING CREDIT:

1. Using credit costs money. You pay interest (or carrying charge) to use credit. You save money if you can pay cash.

2. Credit is so easy to get you may spend too much. It is too easy to say "charge it." You not only spend more than you can afford, you may buy things you do not need. If you can't afford to pay for things you buy, you lose them and you lose the money you have already paid on them.

3. You may not shop around as much to get the best buy. You should get the item that best suits your needs at the lowest credit cost possible. Some stores may have low cash prices, but high interest rates. Sometimes it is better to borrow money from a bank and pay cash to the

the store. This may cost less than making monthly payments to the store. Check different store prices. Also check all sources of credit: charge accounts, installment plan, banks, loan companies and finance companies.

4. You do not always know what you are signing. The agreement or contract is often hard to understand. There is a lot we need to learn about this. So we will talk about contracts at our next lesson.

Some DO'S and DON'TS of credit are listed below. These will help you decide whether or not you should use credit. These will also help you know what to do if you decide to use credit.

DO make the biggest down payment you can. It will take you less time to make the other payments, or each payment will be less. You will pay less interest or carrying charges. Remember, the sooner you can make all the payments, the less you will have to pay.

DO pay what you owe as soon as you can. Check your contract--you should have to pay less interest if you make payments early. If you can pay off the entire loan before it is due, do it. You will save money this way, since you usually pay a carrying charge with each payment. Plan to finish paying for the item before it wears out.

DO get a written agreement or contract that tells all you have to pay. (We will discuss contracts more in our next lesson.)

DO understand the contract before you sign it. You may need to get help if you cannot understand it. Contracts can be tricky.

DO shop around to get the best buy. We talked about this a little earlier. Find out where you pay the smallest carrying charges.

DO make payments when they are due. This will help you have a good credit rating. We talked about this before. (You may want to review this.) You may have to pay more if your payments are late. If you miss a payment, you may lose the item you are buying. Ask about what happens if you miss a payment. Ask about this before you sign the contract.

DO use credit wisely. Credit is money. Credit may delay making payments, but we must pay cash sooner or later for credit. Do not be fooled by this. Use credit as if you were using dollars.

DON'T buy "on time" if you don't need to. Wait and pay cash if you can.

DON'T buy more than you need. Think before you buy.

DON'T buy on time unless you know you will have enough income to make payments. Plan ahead. Figure your other expenses and bills. Maybe you can't afford to buy anything else on credit right now.

DON'T buy "on time" unless what you get is worth the cost. This cost includes interest (carrying charge). Buying "on time" costs money.

DON'T buy at a store where interest or carrying charge is too high. Shop around for low credit costs.

DON'T borrow money from an illegal lender.

DON'T buy things that cost too much. Don't buy a fancy, zig zag sewing machine if a plain one will be just as good for what you will sew. The same would be true of a TV in a large wooden cabinet if a portable is just as useful.

Background Information for Lesson No. 12

Read and understand your contract before you sign it. Take plenty of time. Ask questions if any part of the contract is not clear. If you sign the contract, you must do what it says. Do not sign unless you intend to do what it says. Don't sign because a dealer says the contract can be cancelled. If this is important to you, be sure it is written in the contract. Be sure that all important conditions are written in the contract. A dealer does not have to do what he says, unless it is written in the contract.

Be sure all questions have been answered. Be sure all numbers are written in. Do not sign a contract with any blanks. Fill in all blanks with an "X" or a line if they do not apply to you. If something does not apply to you, cross it out.

The dealer may say it won't matter if something is left in the contract. But if it does not apply to you, be safe and cross it out.

Look for these things in your contract:

1. Total amount you must pay for what you are buying. Your contract may say you pay $50 down and $10 a month for 12 months. Then you pay the balance the next month. Beware, the balance could be several hundred dollars. Be sure your contract states the total amount you pay.

2. Total amount of money you will get when you ask for a loan. You may need $100 but some lenders will take out $10 interest. You will actually get $90. This is not necessarily bad, but you may need the entire $100.00

3. Interest (given in true annual rate of interest) or carrying charges (given in dollars). There are many different ways of stating interest. The interest rate is made to seem low. So called "5% interest" may be true annual interest of 30% or 40%. You need to know how many dollars you pay for carrying charges--or what percent you pay for interest. Interest is a percent. Percent is given as a part of 100. That is, if interest is 3% it means that $3 out of $100 you pay the dealer is for interest. You pay $3 out of $100 to be able to use credit. If you pay 40%, every time you pay $100, $40 is carrying charges. If you pay this much for carrying charges, it will take a lot of money to pay for what you are buying. We will discuss this more at our next meeting.

4. Down payment. The contract should state the amount you pay at first.

5. Trade-in Allowance. The contract should say how much money the dealer allowed you for trade-in. You may trade-in your old car on a new one. Or an old refrigerator for a new one. The amount allowed is subtracted from the purchase price.

6. Insurance costs. You may have to pay insurance on things you buy "on time." The dealer wants to protect what you are buying since he actually owns it. Insurance will keep him from losing money on it if damaged.

7. Any other costs, such as service charges. A service charge pays for extra business expenses. The store has these extra costs because it lets you buy "on time" or loans you money. These extra expenses are the record keeping and the cost of collecting payments (sending out bills, telephone calls). A service charge pays for these expenses and others. It also helps pay for general business expense (overhead) like lights, rent and heat. Be sure the contract tells how much service charge you must pay. Be sure it says what else you pay for. The contract should tell how much these costs are.

8. Total amount of money you owe after the down payment.

9. Amount of each payment. If the last payment is more, the contract should say so. For example: You may pay on something every month for a year. Then the balance may be due the next month. The balance you owe may be a large payment. So be sure you know exactly how much each payment is.

10. Number of payments. Be sure you will make a definite number of payments. You do not want to go on and on paying for something. You should plan to have things paid for before they wear out.

11. When each payment is due. You also need to know where or to whom you make payments.

12. What happens if you pay late or miss a payment? If you miss a payment (or are late) can the dealer take back what you are buying? Can you make the payment up later? When will you have to make the payment you missed?

13. What happens if you cannot pay?

Before you sign your name, be sure these things are in your contract. Be sure you get a copy of the contract. Keep your copy in a safe place.

You agree to certain things when you buy "on time." What you agree to is in your contract. Be sure you understand your contract.

When you buy "on time" you agree to these things:

1. You agree to pay the money you owe.

2. You agree to make payments at a certain time. Usually payments are due by the 10th of each month. But this is not always true. They may be due another day. Or you may make payments each week. Know when they are due. Do not be late making payments.

3. You agree that you do not own what you are buying until all payments are made. You are allowed to use what you are buying. But you do not own it. The dealer can take back what you are buying if you do not keep your part of the agreement. By law, he owns it until the last payment is made.

4. You agree to give up what you are buying if you cannot pay for it. You may lose what you are buying. And you may lose the money you have already paid.

5. You agree not to sell or move what you are buying until you have paid for it.

6. You agree to take care of any damage done to it if you have to return it. (If you do not return it, you still pay for damage, if you have it repaired.)

Background Information for Lesson No. 13

The price of a loaf of bread or a pair of shoes is quite clear to you. But do you know how much you pay to get a small loan? Do you know how much you pay to buy a refrigerator or car "on time?" Charges made for credit are stated:

in dollars and cents *as a percent*

Many people do not know how much they pay to buy "on time" or for a loan. You owe it to yourself to get credit on the best possible terms. To do this, you must know the dollar cost of credit.

The dollar cost of credit is the amount of money you pay in addition to the cash price. It is sometimes called the "carrying charge."

AUBURN UNIVERSITY
EXTENSION SERVICE
PILOT PROJECT 1966

GET THE MOST FOR YOUR MONEY--CHECK CREDIT COSTS

EXAMPLE 1

The Lanes want a stove.

*The cash price at one store is $220.

*Sales tax is $11.

*So total cash price is $231.

*The Lanes will pay $31 down. This leaves $200 balance due.

*They want to make monthly payments for 1½ years.

*Each monthly payment will be $13.

How much carrying charge will the Lanes pay?

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GET THE MOST FOR YOUR MONEY--CHECK CREDIT COSTS

EXAMPLE 2

The Lanes checked prices at another store.

*At one store, cash price is $230.

*Sales tax is $12.

*Total cash price is $242.

*The Lanes will pay $32 down. This leaves $210 left to pay.

*They will make monthly payments for 2 years.

*They will pay $10 each month.

How much carrying charge will the Lanes pay? (Dollar cost of credit.)

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PILOT PROJECT 1966

GET THE MOST FOR YOUR MONEY--CHECK CREDIT COSTS

EXAMPLE 3

The Browns want to buy a stove, too.

*The cash price is $220.

*Sales tax is $11.

*So total cash price is $231.

*This is the same as Example 1.

*The Browns will pay $31 down. This leaves $200 balance.

*But the Browns want to make weekly payments for 2 years.

*Each weekly payment will be $2.50.

How much carrying charge will the Browns pay?

There are ways to "cut the corners."

Penny saved, a penny earned.

And for saving time and money

I'll remember what I've learned.

by Dot Boyle,
Cedar Falls, Iowa

WHAT I CAN DO IS WORTH MONTH

What are some of the things I can do that are worth money?

Can I do housework really well?

What does it cost to have someone else do housework?

What I am able to do is almost like having money, because I won't have to pay someone else to do these things for me.

SPENDING MONEY

When I have some money and have decided what to buy, here are some questions I should ask myself:

1. Do I really need it? If so, why?

2. Is it worth the amount of time it took me to earn the money?

3. Is there some better way to spend this money?

4. Would I rather have something else, or a better quality of the same thing?

5. Why am I buying it?

   Is it to . . .

   . . . do as others do?

   . . . show off?

   . . . make someone envy me?

   . . . make myself feel important?

Call or visit your local county Extension office for these Auburn University Extension Service bulletins on credit:

"Should You Use Credit?" - Circular HE-58

"Reasons For and Against Credit" - Circular HE-59

"Do's and Don'ts of Credit" - Circular HE-60

"Your Contract When Using Credit" - Circular HE-61

"Buying On Time" - Circular HE-62

"How to Figure the Dollar Cost of Credit" - Circular HE-63

"How to Figure the True Annual Rate of Interest" - Circular HE-64

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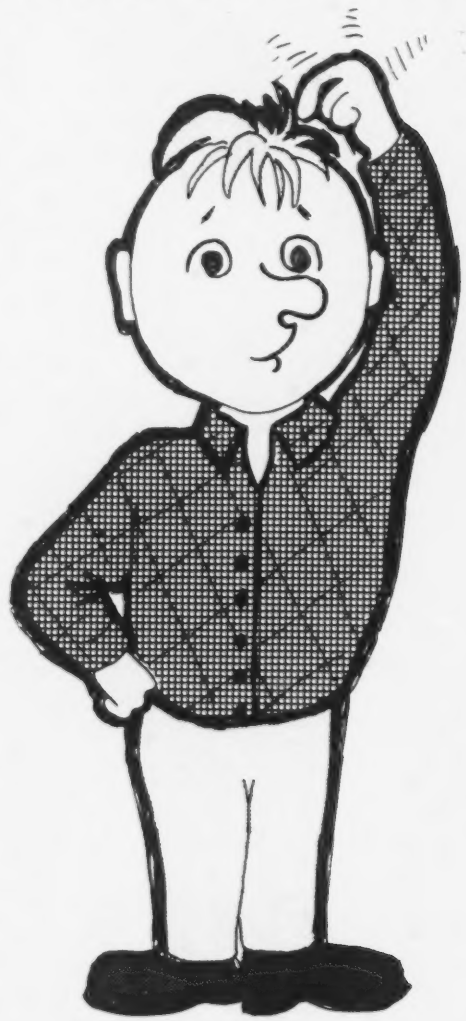
What is Credit ?



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What is Credit?

It is buying things on time or borrowing money.

You are using credit in your home:

if you use electricity;

if you use gas;

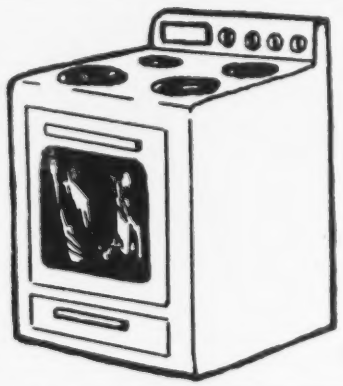
because you use it before you pay for it.

You may use credit:

to buy furniture;

to buy a stove;

to buy other things.



You also use credit when you borrow money:

to buy things;

to pay off debts.

3. Personal Finance Companies and Small Loan Companies

When you borrow from a personal finance company or a small loan company, you pay more interest than you pay at a bank.

You pay more interest because you do not need to own much property to back up the loan.

At some companies you do not need to own anything to back up the loan.

But the interest rate will usually be even higher.

4. Illegal Lenders

Illegal lenders charge very high interest rates!

They are higher than any other place where you can get credit.

For your own good, borrow from an honest lender who has a state license.

2. Banks

Banks charge a lower interest rate than most other places where you can get a loan.

To borrow from a bank, you must be a good credit risk.

You are a good credit risk if:

* You always pay your bills and always pay them when they are due.

* You have a job and get paid regularly.

You usually pay more for what you buy when you use credit.

You must pay back moré money than you get when you borrow.

The extra charge is called a carrying charge or interest.

A carrying charge is usually stated in dollars.

Interest is usually stated as a per cent (%).

Be sure you know how much interest you pay.

Auburn University Extension Service Circular HE-64, "How to Figure the True Annual Rate of Interest " will help you.

Visit your local county Extension office to learn how to figure the true interest or carrying charge you pay.

Where can you get credit?

1. Stores
2. Banks
3. Personal Finance Companies and Small Loan Companies
4. Illegal Lenders

1. Stores - Installment Plan

Most people use the installment plan to make large purchases.

You usually make a down payment.

You make payments each month until what you buy is paid for.

You are told how much carrying charge you must pay.

The dealer can take back what you are buying if you do not make the payments.

Stores - Regular Charge Account

With a regular charge account, you usually get a bill at the end of each month.

You must pay the whole amount when you get the bill.

You pay no interest.

You may have to pay extra if you do not make payments when they are due.

A store that has charge accounts may have higher prices.

Stores - Revolving Charge Account

When you set up a revolving charge account, the store owner tells you how much you can charge.

Your bill can never get over that amount.

You are told then how much you must pay every month.

This is usually only part of the total amount you owe.

You usually pay interest each month.

You pay interest only on the amount you owe (unpaid balance).

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Call or visit your local county Extension office for these Auburn University Extension Service bulletins on credit:

"What Is Credit?" - Circular HE-57

"Reasons For and Against Credit" - Circular HE-59

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(DS) 15M (Revision) 5:67 HE-58

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Should You Use

CREDIT?

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should YOU use credit?

Credit is easy to get.

It is so easy that you sometimes buy more than you can pay for.

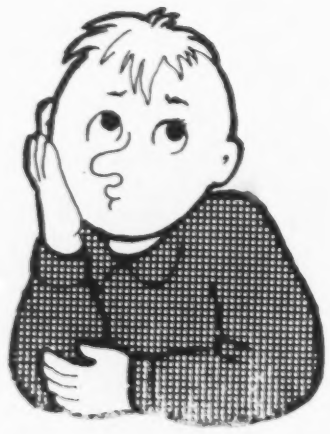
Ask yourself these 10 questions before you decide to use credit or to buy something with borrowed money:

1. Do I need it?

2. Do I need it now?

3. What good will it do me?

4. Can I make the payments?



5. Will I pay too much in interest or carrying charges?

6. Is having something now worth the extra money I must pay for the use of credit?

7. What will I give up to pay for it?

8. Is it worth the risk of losing the money I have put into it in case I can't finish paying for it?

9. Is it worth the risk of getting so much credit that I won't be able to get more if I really need it?

10. Am I buying (or borrowing) from a fair and honest person or dealer?

Think about your answers.

Is it best to use credit?

Or should you wait until you can pay cash?

(Read Auburn University Extension Service Circular HE-59, "Reasons For and Against Credit.")

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(DS) 15M (Revision) 5:67 HE-60

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DO'S

1 Do make the biggest down payment you can.

Your other payments will be less.

You will pay less interest or carrying charge.

2 Do pay what you owe as soon as you can.

3 Do get a written agreement or contract that tells the total amount you will have to pay.

4 Do understand the contract you sign.

5 Do shop around to get the best buy.

Find out where you pay less carrying charges.

6 Do make your payments when they are due.

7 Do use your credit wisely. It is money.

DON'TS

1 Don't buy "on time" if you don't need to.

Don't buy more than you need.

2 Don't buy "on time" unless you know you will have enough money to make every payment.

3 Don't buy "on time" unless what you get is worth the cost.

Buying "on time" costs money.

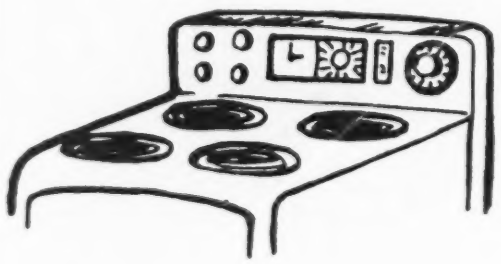
4 Don't buy at a store where interest or carrying charge is too high.

5 Don't borrow money from an illegal lender.

Look for a state license in the office.

Borrow only from someone who has a license.

6 Don't buy things that cost too much.



Example:

Don't buy a range with a clock, a timer, and other extras.

You can cook without these extras.

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(DS) 15M (Revision) 5:67 HE-59

Reasons For and Against CREDIT

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CREDIT

reasons for:

1. Credit is easy to use.

It lets you buy things you need when you can't save enough to pay cash for them.

2. You can use things while you pay for them.

3. You may get better service when repairs are needed.

4. Credit can help in emergencies, such as sickness.

CREDIT

reasons against:

1. Using credit costs more than paying cash.

2. You may spend too much.

You may buy more than you need.

You may buy more than you can pay for.

If you can't finish paying for the things you buy, you lose them, and you lose the money you have already paid.

3. You may not shop around as much to get the best buy.

4. You don't always know what you are signing.

The agreement or contract is hard to understand.

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(DS) 15M (Revision) 5:67 HE-61

Your Contract when using credit

Published by the Cooperative Extension Service, Auburn University, Auburn, Alabama, in cooperation with the Federal Extension Service, U. S. Department of Agriculture. Circular HE-61

The contract is the paper you sign.
READ IT....STUDY IT...KEEP IT.

1. READ IT

Understand what it means.

Be sure that:

all questions have been answered;
all numbers have been filled in.

2. STUDY IT

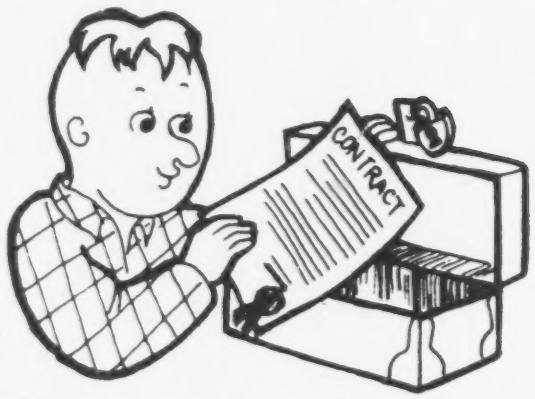
If you are buying something, be sure these things are in your contract. Be sure they are clear to you before you sign your name.

* Total amount you must pay for what you are buying.
* Total money you owe after down payment.
* Amount of each payment.
* Number of payments.
* Amount of down payment.
* Trade-in allowance.
* Insurance cost.
* Any other costs, such as service charges.
* Interest (given in true annual rate of interest) or carrying charges (given in dollars).
* When each payment is due.
* What happens if you pay late or miss a payment.
* What happens if you can't pay.

If you are borrowing money, be sure these things are in your contract. Be sure they are clear to you before you sign your name.

* Total amount of money you will get when you ask for a loan.
* Amount of each payment.
* Number of payments.
* Insurance cost.
* Any other costs, such as service charges.
* Interest (given in true annual rate of interest) or carrying charges (given in dollars).
* When each payment is due.
* What happens if you pay late or miss a payment.
* What happens if you can't pay.

3. KEEP IT



Be sure you get a copy of the contract. Be sure it is a carbon copy of the contract the lender keeps. Your copy should say the same thing the lender's copy says. Keep your copy in a safe place.

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Buying On Time

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(DS) 12M (Revision) 5:67 HE-62

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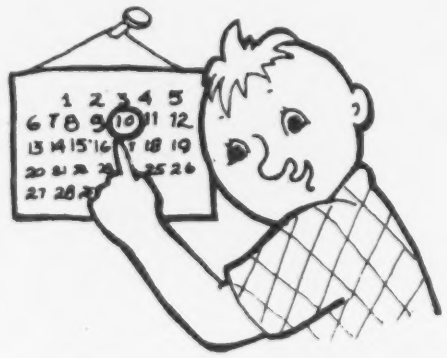
When you buy 'on time'
you say you will do these things:

*You say you will pay the money you owe.

*You say you will make payments at a certain time, usually by the 10th of each month.



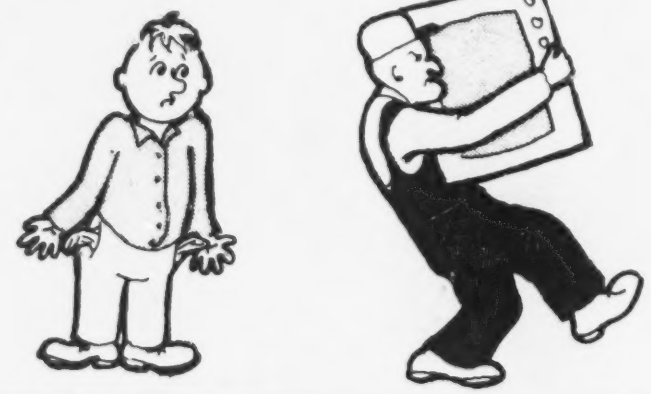
*You say that you do not own what you are buying until all payments are made.

You can use it, but it will still belong to the store.

*You say you will give up what you are buying if you cannot finish paying for it.

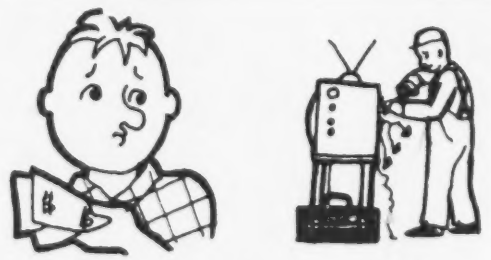
You may lose what you are buying.

You will not get back the money you have already paid.



*You say you will not sell what you have bought until you have paid for it.

*You say you will not move away until you make all the payments.



*You say you will pay for any damage done to it if they have to take it back.

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how to figure the Dollar Cost of Credit

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HOW MUCH DOES IT

COST YOU TO USE CREDIT?

You pay money to use credit.

Before you buy "on time" or borrow money, find out how much it will cost you.

Use this example to learn how to figure the dollar cost of credit:

You want to buy a refrigerator.

It would cost $290.00 (price plus tax) if you paid cash for it.

You plan to make a down payment of $30.00.

You say you will make 18 monthly payments; each payment will be $16.50.

This is how you figure the dollar cost of credit:

STEP 1

Multiply the amount of each payment by the number of payments (18).	$ 16.50
	x 18
	13200
	1650
Answer	$ 297.00

STEP 2

Add the answer in STEP 1 to the down payment.	$ 297.00
	+30.00
This gives the total amount you will pay.	$ 327.00

STEP 3

Subtract from the total of STEP 2 what the refrigerator would cost if you paid cash. Cash price	$ 327.00
	-290.00
This is how much carrying charge you pay.	$ 37.00

You pay $37.00 more to buy "on time".

So to figure the dollar cost of credit:

1. Multiply the amount of each payment by the number of payments you will make.
2. Add the down payment to your answer.
3. Subtract the cash price, including sales tax.

   The answer is what you pay to buy "on time" or to use credit.

Keep this circular.

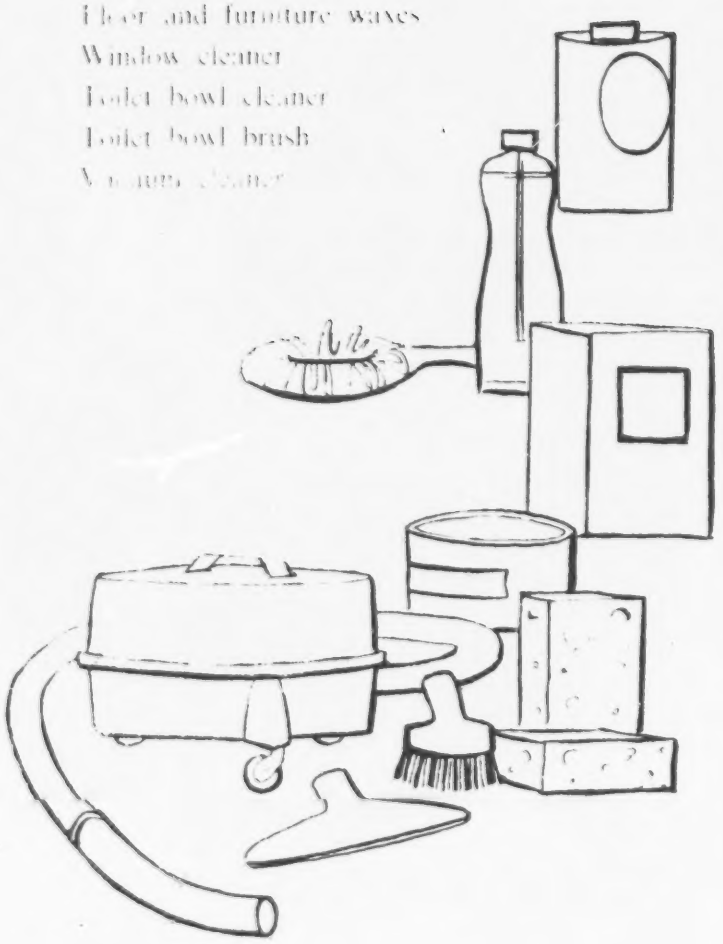
Next time you plan to buy "on time", use the numbers the store clerk gives you in place of these numbers.

See what it will cost you to use credit.

Check with more than one store before you buy.

OTHER THINGS THAT YOU MAY WANT

Whiskbroom
Sponges
Floor and furniture waxes
Window cleaner
Toilet bowl cleaner
Toilet bowl brush
Vacuum cleaner



WHAT TO USE TO CLEAN YOUR HOUSE

PA-730
Division of Home Economics—Federal Extension Service
U. S. Department of Agriculture—June 1966

121

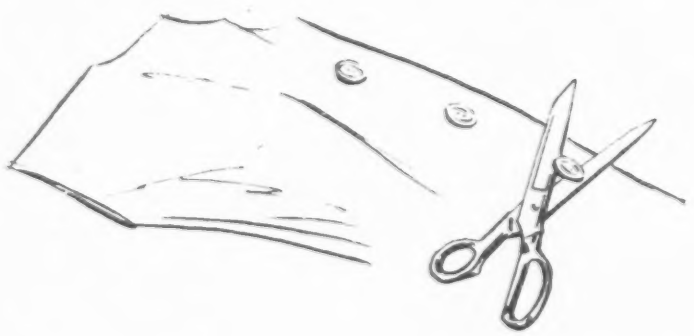
TO CLEAN HOUSE

You will need:

- Hot water
- Buckets
- Soap or detergent
- Scouring powder
- Soda
- Vinegar
- A broom
- Scrub mop
- Cloths or rags

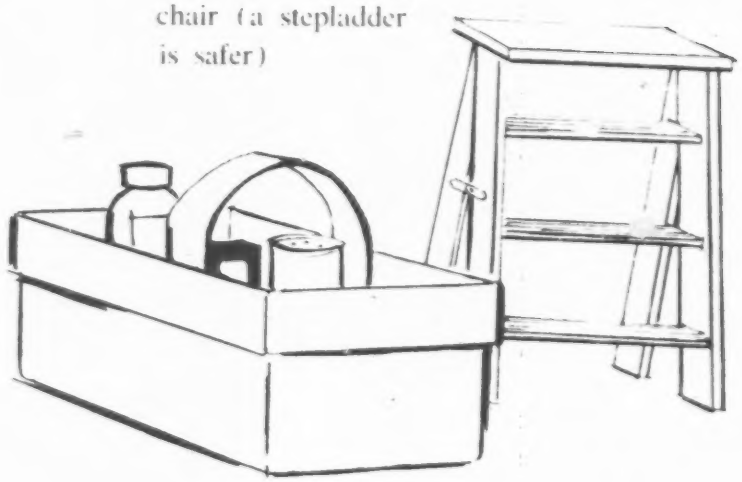
WORN-OUT CLOTHES MAKE SOFT CLEANING RAGS

- Cut off buttons, snaps, zippers.
- Tear into pieces large enough to use for cleaning.



OTHER THINGS TO MAKE CLEANING EASIER

- A dustpan
- A dust mop
- Bleach
- Household ammonia
- Pans
- Scouring pads
- Steel wool
- Newspapers, paper bags
- Box or basket to hold supplies
- Garbage pail (covered)
- Wastepaper basket
- Stepladder or sturdy chair (a stepladder is safer)



BEDROOMS

Daily	Weekly	Now and then
Make beds Put clothes away	Change sheets and pillowcases Dust furniture and floors	Turn mattresses Clean walls, ceilings, woodwork Clean closets and dresser drawers Clean furniture, light fixtures, mirrors, and pictures Wash windows, curtains, and bedspreads

Write down here *your* plan for cleaning.

Daily	Weekly	Now and then

WHEN TO DO HOUSE CLEANING JOBS

PA–734
Division of Home Economics—Federal Extension Service
U.S. Department of Agriculture—July 1966

USE THIS LEAFLET TO HELP YOU PLAN YOUR CLEANING.

- Some cleaning jobs need to be done *every day*.
- Some need to be done once *every week*.
- Others need to be done *only now and then*.

BATHROOM

Daily	Weekly	Now and then
Remove dirty clothes and towels	Clean mirror	Wash inside medicine cabinet
Empty wastebasket	Wash wastebasket	Throw away old medicines and empty bottles
Clean tub, sink	Scrub floor	Clean walls, ceiling, woodwork
Wipe floor	Clean toilet	Wash windows and curtains
		Clean light fixtures

Write down here *your* plan for cleaning.

Daily	Weekly	Now and then

DINING ROOM

Daily	Weekly	Now and then
Sweep up crumbs Wipe chairs and tables	Mop floor Dust furniture Clean spots from walls and woodwork	Clean walls, woodwork, ceiling Clean furniture Empty and clean cabinets Clean light fixtures and pictures Wash windows, curtains, and chair pads

Write down here *your* plan for cleaning.

Daily	Weekly	Now and then

Does cleaning wear you out? You may be doing it the hard way!

- Don't try to do too many jobs in one day.
- Look for tools and ways to work that make the job easier.
- Bend, reach, and stoop less.
- Long-handled tools may help.
- Work with both hands.
- Take fewer steps.
- Try some new ideas.

Which is better for you—Clean a whole room at a time? Or do the same job in every room before you change tools?

Look at the next pages. They may help you decide when you should do your cleaning.

KITCHEN

Daily	Weekly	Now and then
Wash dishes	Defrost and wash refrigerator	Wash shelves and inside cabinets
Wipe tables, chair, cabinets	Clean range	Wash walls, ceiling, woodwork
Wipe range	Wash garbage can	Wash windows and curtains
Empty garbage and trash	Mop or scrub floor	Clean light fixtures and pictures
Clean sink		Wax floor
Sweep or mop kitchen		

Write down here *your* plan for cleaning.

Daily	Weekly	Now and then

LIVING ROOM

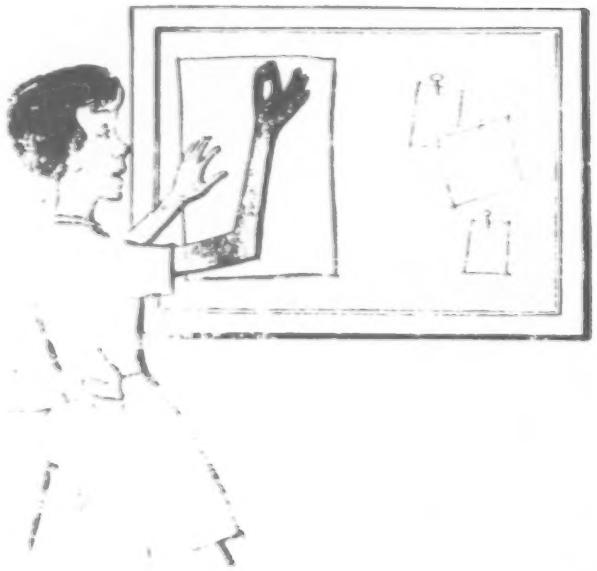
Daily	Weekly	Now and then
Pick up papers, magazines, and things	Clean spots off cloth-covered furniture	Clean walls, woodwork, and ceiling
Empty and wash ashtrays	Damp-wipe plastic furniture	Clean furniture, light fixtures, and pictures
	Move furniture to clean floors and rugs	Wash windows, curtains, and slipcovers
	Clean spots from walls and woodwork	
	Dust floors and furniture	

Write down here *your* plan for cleaning.

Daily	Weekly	Now and then

TO FOLLOW YOUR FAMILY HOUSECLEANING PLAN

- Put it on the wall so everyone can see it.
- Let family members change jobs now and then
- Change the plan when they want to change jobs.
- Put up the new plan



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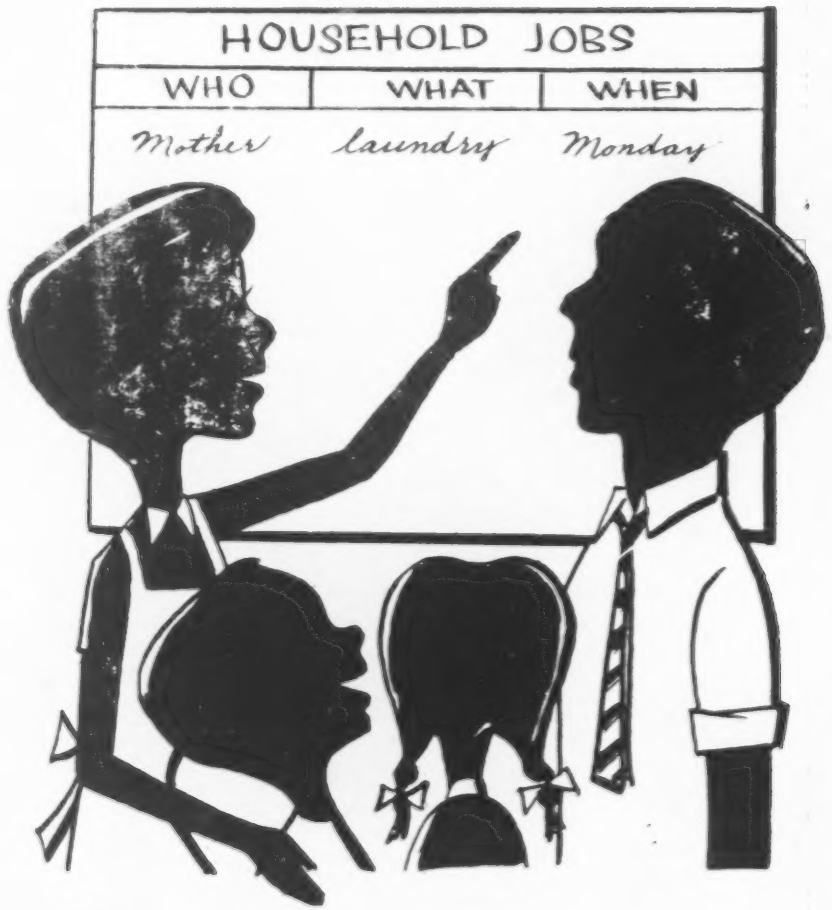
MANY HANDS MAKE HOUSEWORK LIGHT



PA–735
Division of Home Economics—Federal Extension Service
U. S. Department of Agriculture—July 1966

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CAN YOUR FAMILY HELP YOU?

- Do all family members WANT a clean house?
- Do they help keep the house clean?
- Do you have to do all the cleaning yourself?

HOW TO GET YOUR FAMILY TO HELP

- Talk it over together. Help your family make a plan.
- A plan made by the family helps you all work together. It shows how much work there is to do. It shows why everyone needs to help.
- Decide:
  - What must be done
  - When it will be done
  - Who will do each job

Some Jobs Adults Can Do:

(Mother, father, or grown children)

Wash, mend
Clean, defrost refrigerator
Change beds
Do some of the dishwashing, bed making, dusting, ironing
Clean closets and cupboards
Move furniture
Turn mattresses
Wash windows
Wax floors and woodwork
Help with heavy lifting
Keep things in repair

TEACH EACH PERSON TO DO THE JOBS WELL

- Show each one how to do his jobs
- Every job has three parts:
  - Getting ready
  - Doing the work
  - Putting away what was used to do the job

This is an example of one family's plan for having a clean house . . .

Day	What to do	When to do it	Who will do it
Monday	wash dishes	after each meal	Jane
	sweep floors	after breakfast	Tom
	cut weeds	after work	Father
	make beds	before breakfast	Each make own
	wash clothes	after breakfast	Mother
	bring in clothes	after school	Tom
	sort and sprinkle clothes	after school	Jane
Tuesday			

Some Jobs Children Can Do:

Younger

Set and clear table
Pick up things
Help with dishes
Empty wastebaskets

Older

Help younger children make their beds
Wash dishes
Straighten and clean room
Help do the ironing
Help mop kitchen and bathroom floors
Help wax floors
Help wash windows
Help carry heavy things

Everyone Can Do These Things:

Straighten rooms
Wash tub and sink after each use
Put away own things
Hang up own clothes
Put away his own ironed clothes
Get out clothes needed for the next day

YOUR FAMILY HOUSECLEANING PLAN

Mother may not need to list all of the jobs she does. List some. List enough jobs to show everybody is working together. The plan must seem fair to each person. See next page for an example of one family's plan.

Day	What to do	Who will do it	When to do it
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

IF YOU USE WAX . . .

Find out what your floor is made of . . .

- wood
- linoleum
- asphalt tile
- vinyl
- rubber
- cork

Get the kind of wax that suits your floor.

Read the label. Make sure it's right for your kind of floor. Paste wax is all right for most kinds of floors. Don't use it on rubber or asphalt tile. It may soften them and damage them.

Wax

Waxing will make floors look pretty and stay clean longer.

Some waxes need to be rubbed to make them shine. Others dry shiny. Follow the directions on the can.

When you use a wax that dries shiny, put on a thin, even coat. A long-handled waxer will make the job easier.

Be sure the wax is dry before you walk on it.

If the first coat is not shiny enough, you can put on another thin coat. Wait at least four hours before you put on the next coat.

CLEAN FLOORS
—for a clean house

PA–736
Division of Home Economics—Federal Extension Service
U. S. Department of Agriculture—July 1966

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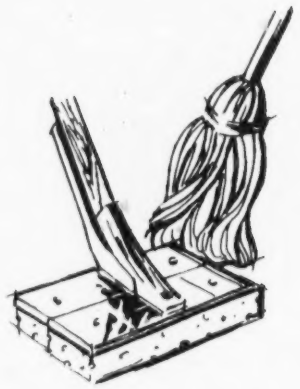
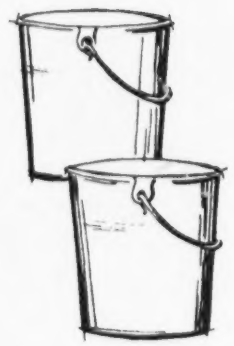
Collect Tools

- Broom
- Mop—string or sponge
- Detergent or soap





- A bucket for sudsy water
- A bucket for rinse water
- Scouring powder if needed

Get Ready for the Job

Clear the floor as much as you can.
Take lightweight furniture out of the room.
Fix one bucket of sudsy water.

Do the Job

Sweep

- Use long, easy strokes. Raise the broom at the end of each stroke. This way you won't scatter dust.

Mop

- Wring the mop from the sudsy water.
- Mop with long, even strokes. Be sure to get all corners clean. Be careful not to spatter walls. Scrub stubborn spots with scouring powder.
- Don't let water soak into wood floors. It makes the wood splinter.
- Mop the floor with clean water to rinse it.
- Work so you won't have to walk on the rinsed floor.
- Let it dry at least 20 minutes if you plan to wax it.

CLEANUP

- Wash countertop, faucets, range, and tabletop.
- Empty sink or dishpan. Do not throw dishwater into the yard. It draws flies and other insects.
- Clean the sink with scouring powder. Remove stains with bleach mixed with water. Strong bleach will damage the enamel.
- Wash and rinse dishcloth and hang it to dry.
- Sweep kitchen floor and around eating table.
- Empty garbage can at least once a day.

GPO 1966 O—223-615

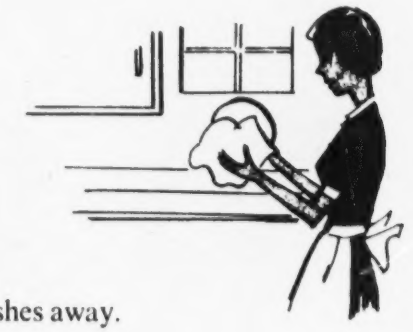
CLEAN DISHES —for a clean house

PA-737
Division of Home Economics—Federal Extension Service
U.S. Department of Agriculture—July 1966

Why Wash Dishes?

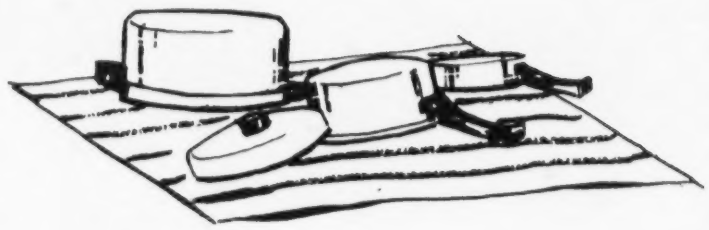
- Clean dishes are a part of a clean house.
- Clean dishes help keep your family healthy.
- Dirty dishes carry germs.
- Food looks better on clean dishes.
- Food tastes better when served from clean dishes.

- Let dishes air-dry, or dry them with a clean cloth.



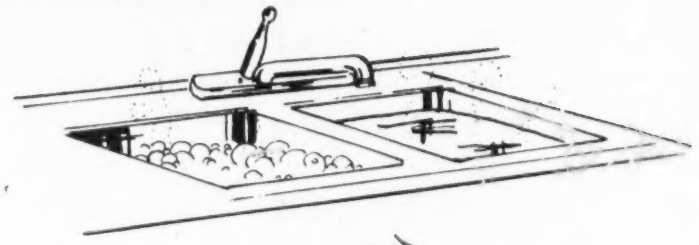
- Put dishes away.
- Now wash cooking pans. You may need clean, hot, soapy water. If food sticks to pans, use scouring powder or scouring pads.

- Rinse and air-dry pans.

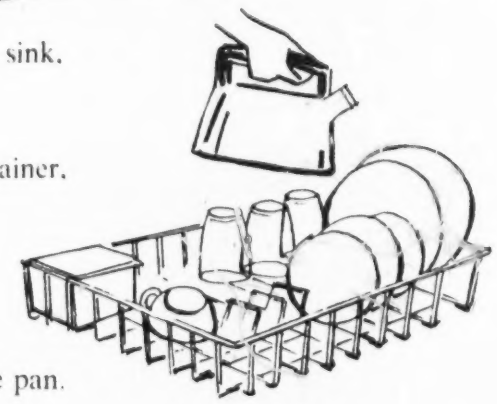


Hot water helps kill germs.

Rinse Dishes with Very Hot Water . . .

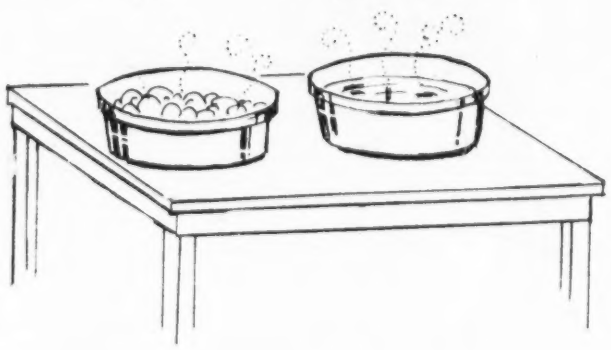


In a double sink,



in a dish drainer,

or in a rinse pan.



To Have Clean Dishes

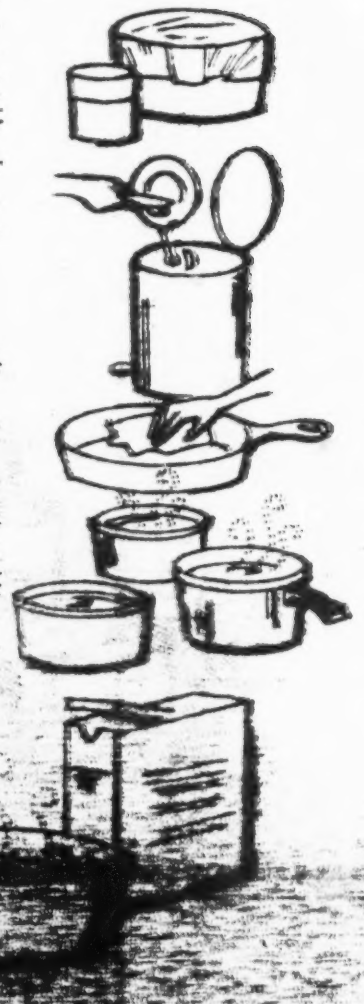
You Need These Things:

Keep them where you wash dishes

Hot water
A pan to wash dishes in
A way to rinse them
A way to drain them
Soap or detergent
Scouring powder
Scouring pad
Two cloths: one to wash with, one to dry with

To Get Ready to Wash Dishes

- Cover leftover food. Put it in refrigerator or a cool place.
- Scrape dishes. Throw scraps into garbage can so they won't get in the dishwater.
- Wipe greasy pans with paper before you soak or wash them.
- Soak greasy and sugary pans with *hot* water. Do this as soon as pans are empty.
- Soak all other pots, pans, and bowls with *cold* water.
- Fill dishpan or sink with very warm, soapy water.



To Do the Job:

- First, wash glasses inside and out. Rinse. Turn upside down to drain.
- Next, wash knives, forks, and spoons. Rinse. Drain.
- Be sure dish towels are *clean*.
- Dry glasses, knives, forks, and spoons so they won't waterspot.
- Wash and dry sharp knives one at a time. Hold knife by the handle to wash and dry.
- Wash other dishes.
- Now rinse them . . .

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Other Things You May Do to Keep the Closet Neat

Keep things off the closet floor.

Sweep the closet floor when you sweep the room.

You have both summer and winter clothes. Store those you are not using in bags or boxes. Get rid of clothes you never use. Clothes wrinkle in a crowded closet.

U.S. GOVERNMENT PRINTING OFFICE 1966 O—223-543

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CLEAN CLOTHES CLOSETS —for a clean house

PA–738
Division of Home Economics—Federal Extension Service
U. S. Department of Agriculture— July 1966

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A clean closet helps keep clothes clean and neat.
Clean, neat clothes help you look prettier.
They make you feel better.

Put Clothes Back into the Closet This Way

Put clothes you don't wear often in the *hard-to-reach* part of the closet.
Put clothes you do wear often in the *easy-to-reach* part of the closet.
Put hats in boxes on shelves.
Put extra shoes on racks or in bags or boxes.
Mark boxes so you can tell what is in each.

Wring out a clean cloth in the sudsy water.
Wash shelves, woodwork, and rod with sudsy water.
Rinse, let dry.
Wring cloth out of sudsy water. Wipe the floor with it.
Rinse the floor with a damp clean cloth.
Let dry.

Collect Tools and Supplies

- Broom
- Cloth to cover broom
- Buckets
  One bucket of warm sudsy water for washing
  One bucket of warm water for rinsing
- Cloth to wipe woodwork and floors

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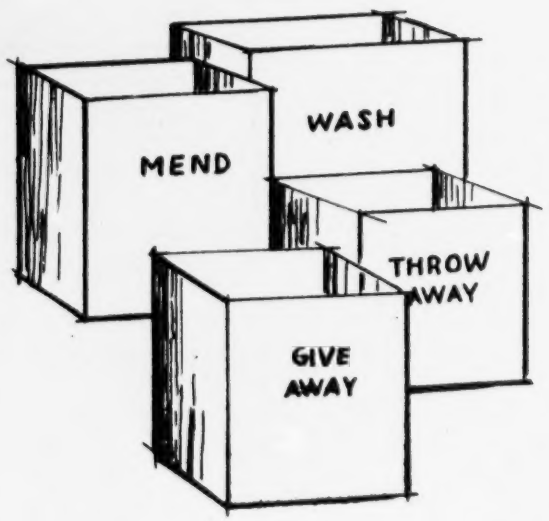
Get Ready for the Job

Take clothes out of closet.

Sort the clothes into:

- Those to be washed or drycleaned
- Those to be mended
- Those to be made over for other members of the family
- Those to be given away
- Those to throw away



Do the Job

To Clean:

Cover the broom with a cloth. Pin the cloth so it will stay on.

Brush the walls down with cloth-covered broom.

Take cloth off.

Sweep the floor.

A house is easier to clean:

- When things aren't left lying around.
- When the house is kept in good repair.
- When everyone does his part.

GPO 1966 O—223-077

A CLEAN HOUSE IS IMPORTANT

PA-739
Division of Home Economics—Federal Extension Service
U.S. Department of Agriculture—July 1966

WHY HAVE A CLEAN HOUSE?

A clean house:

- makes you feel good.
- makes the family feel good.
- helps keep the family healthy.
- makes you proud of your home.
- helps things last longer.
- sets a good example for children.
- helps the neighbors have more respect for you.
- is enjoyed by children and their friends.

WHAT IS A CLEAN HOUSE?

A clean house has:

- Clean, shiny windows.
- Floors with no dirt or trash on them.
- Walls and ceilings without cobwebs or dust.
- Furniture without dust, crumbs, or grease.
- Beds that are made up with clean sheets, pillowcases, and covers.
- Clothes washed, ironed, and put away.
- Dishes washed and put away after each meal.
- All food covered.
- Food wiped off table, chairs, and benches after each meal.
- All kitchen equipment, pots and pans, without grease, food, or dust on them.
- No bugs or flies inside the house.
- No trash inside or around the house.
- A neat yard, porch, and steps.

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To Clean the Toilet:

- Wash the tank, bowl, seat, and lid with hot, soapy water.
- Scrub the inside of the toilet bowl with a long-handled brush and scouring powder.

  Never use this brush for anything else.
- You can use a special cleaner for toilet bowls to take away stains and smells.

CAUTION:

Don't use a bleach and a toilet cleaner at the same time. This makes poison fumes.

A CLEAN BATHROOM —for a clean house

PA–740
Division of Home Economics—Federal Extension Service
U. S. Department of Agriculture—June 1966

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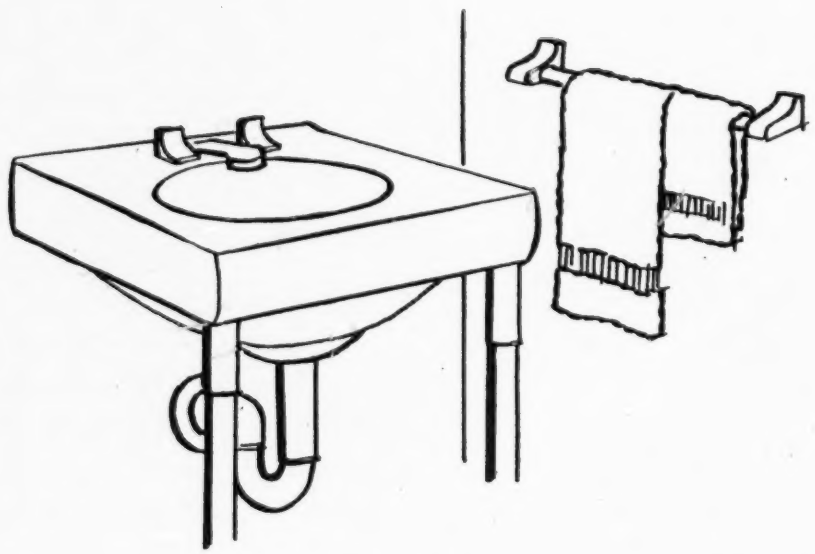
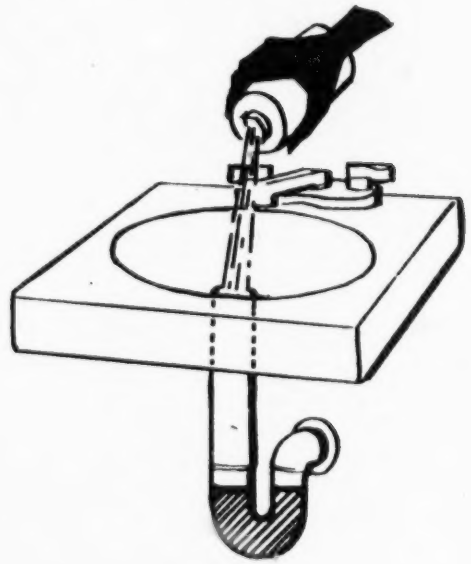
Everyone in the family can help keep the bathroom clean. Each should:

- Turn off faucets.
- Rinse out the sink.
- Hang up towels and washcloths.
- Wash out the bathtub after use.
- Flush the toilet after each use.
- Never put any kind of paper but toilet paper in the toilet.



To Clean the Sink, Faucets, Tub, or Shower:

- Wash with a soapy cloth or sponge.
- Use fine scouring powder for dirty marks.
- Rinse with clear water.
- Bleach stains with a household bleach mixed with water. Strong bleaches will damage the enamel.
- Pipes can stop up. If drains are slow, use a special drain cleaner.



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Change water when it is dirty.
Wash part of the wall and rinse it before it dries.
Wash all of the wall, part by part.

Now—Wash the doors, window frames, and baseboards.

You may need scouring powder.
Rinse them with clean water.
Always work from bottom to top so woodwork won't streak.
Dry the woodwork with a cloth.

CLEAN WALLS, CEILINGS, AND WOODWORK —for a clean house

PA–741
Division of Home Economics—Federal Extension Service
U. S. Department of Agriculture—July 1966

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HOW TO CLEAN WALLS, CEILINGS, AND WOODWORK

Collect Cleaning Tools and Supplies

- Broom
- Cloth to cover the broom
- Two buckets of warm water—one for washing, one for rinsing
- Soap or detergent
- Scouring powder
- Clean cloths for washing, rinsing, and drying
- A stepladder or a strong chair (a stepladder is safer)

Get Ready for the Job

Place buckets of water on newspapers.
Add soap or detergent to one bucket.
Stir up lots of suds.
Wrap a cloth around the broom. Fasten it so it won't come off.

To Do the Job

First—Brush down all cobwebs. Use the broom with the cloth around it.
Be careful not to streak the walls.
Remove the cobwebs from the broom.
Now dust the ceiling and walls with this covered broom.
You may need a clean cloth on it.
Do the ceiling first.
Then do the walls from top to bottom.

Next—Find out if the wall finish can be washed.
Wash a small spot with a clean, soapy cloth. (Choose a place that won't show.)
If the spot looks the same, only cleaner, wash the walls. Wash walls from the bottom to the top. Water running down over dirty walls will streak them.

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TO DO THE JOB

- Brush window frames and sills to remove loose dirt.
- Wash top window panes first, with wet cloth.
- Wash each pane from top to bottom.
- Rub dry with dry cloth or paper.
- Wipe and dry windowsills. You may want to wax the sills.

Clean mirrors and the glass over pictures the same way you do window glass.

GPO 1966 O—223-564

CLEAN WINDOWS, MIRRORS, AND OTHER GLASS
—for a clean house

PA–742
Division of Home Economics—Federal Extension Service
U. S. Department of Agriculture—June 1966

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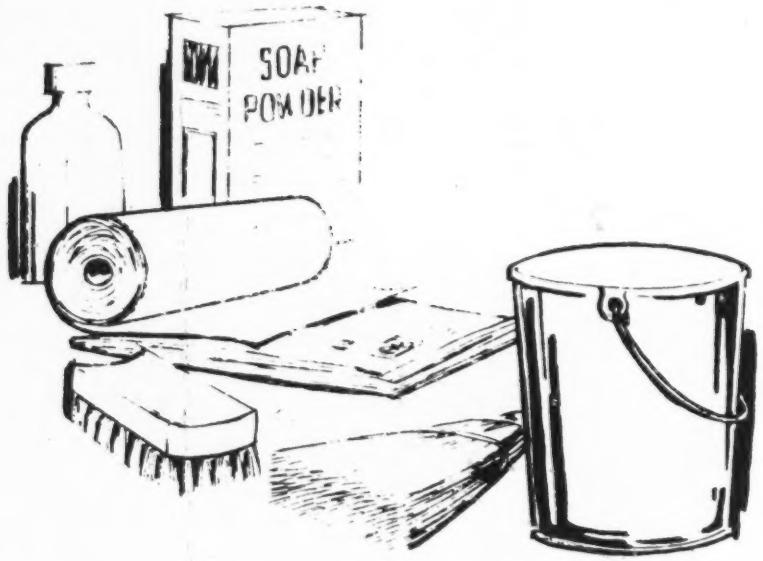
TO CLEAN GLASS

Collect All Tools and Supplies Needed

- Clean cloths for washing, drying, and shining
- Newspaper or paper towels
- Vinegar, ammonia, soap or detergent
- Bucket of warm water
- Whiskbroom or a brush
- A stepladder, step-stool, or sturdy chair (a step'adder is safer)



Get Ready for the Job

Mix 1/2 cup vinegar or 1/3 cup ammonia in a gallon of water. (You may use some soap or detergent instead of vinegar or ammonia.) Put some paper on a chair. Set the bucket of water on the paper. Put it near the glass you will clean.

Slippery floor:

Why?

- You used too much wax; or
- Floor needs to be rubbed; or
- You spilled liquid on floor.

What to do:

- Put wax on more thinly.
- When wax dries, rub well with cloth or dry mop. Sometimes you need to rub self-polishing wax, too.
- Wipe up any liquids that spill on the floor.

Black marks on floor:

Why?

- Heels of shoes mark floor.

What to do:

- Dip clean cloth or fine steel wool in wax and scrub marks. Then, rewax the floor where you scrubbed.

Clean Floors Make Prettier Rooms

Faye Culver Thurston
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and
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Issued in furtherance of cooperative extension work in agriculture and home economics, Acts of May 8 and June 30, 1914, in cooperation with the U.S. Department of Agriculture. Dr. Fred R. Robertson, Director of Extension Service, Auburn University.

(BR) 10M (Revision) 3:66 HE-28

FLOOR PROBLEMS

(for all floors except wood floors)

Published by the Cooperative Extension Service, Auburn University, Auburn, Alabama, in cooperation with the Federal Extension Service, U.S. Department of Agriculture.

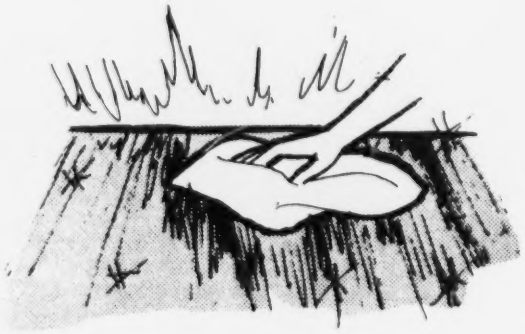
Scuff marks on floor:

Why?

- You used too much wax; or
- Floor needs to be rubbed.

What to do:

- Put wax on more thinly.
- When wax dries, rub well with cloth or dry mop. Sometimes you need to rub self-polishing wax, too.



Floor colors that run together or fade:

Why?

- You used the wrong wax on asphalt tile floors.

What to do:

- Use only self-polishing wax on asphalt tile floors.

Yellow or discolored floor:

Why?

- You didn't take off old wax before putting on new wax.

What to do:

- Follow steps in box to take off old wax. →

Sticky floor:

Why?

- You didn't rinse floor well when you cleaned it; or
- You used too much wax.

What to do:

- Follow steps in box. →
- Put wax on thinly.

Water spots on floor:

Why?

- You didn't clean floor well; or
- You didn't rinse it; or
- You didn't let it dry before you waxed it.

What to do:

- Follow steps in box. →

1. Mix the cleaner:

3/4 cup of mild soap flakes or mild detergent.

1/3 cup of household ammonia.

1 gallon of very warm water.

2. Scrub floor with the cleaner. This takes off old wax. Use a clean mop or cloth.
3. Rinse with clean water. Use a clean mop or cloth.
4. Let the floor dry.
5. Wax floor. Read "Care of Asphalt Tile Floors," Auburn University Extension Circular HE-29.

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Clean Floors

Make Prettier Rooms

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(BR) 15M (Revision) 3:66 HE-29

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Circular HE-29

CARE OF ASPHALT TILE FLOORS

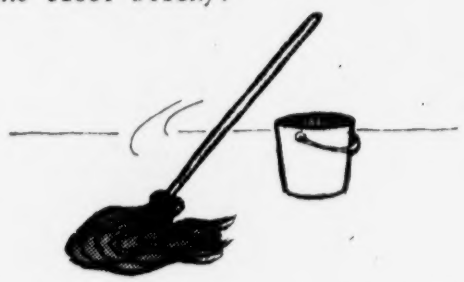
Published by the Cooperative Extension Service, Auburn University, Auburn, Alabama, in cooperation with the Federal Extension Service, U.S. Department of Agriculture.

Sweep or dry-mop the floor every day.

Wipe up spills with a wet cloth.

Mop the floor every week.

Use warm water. Do not use soapy water. This will take off some of the wax. It will also make the floor sticky.



Be sure to sweep or dry-mop before you mop with water.

To clean your floor when it needs waxing or when it is very dirty, do this:

Step 1. Sweep or dry-mop first.

Step 2. Make your own cleaner.

Mix:

- 3/4 cup of mild soap flakes or mild detergent. (Strong soap or detergent makes asphalt tile fade.)
- 1/3 cup of household ammonia.
- 1 gallon of very warm water.

Step 3. Scrub the floor with the cleaner you made. Use a clean mop or cloth.

Step 4. Rinse the floor with clear, warm water. Be sure to clean your mop or cloth before you rinse the floor.

Step 5. You may need to rinse again. Mop until the water doesn't look soapy or milky.

Step 6. Let the floor dry.

To wax the floor , do this:

Read the label on the can of wax. Use only water-base wax on asphalt tile floors. This is self-polishing wax.

Do not shake the can of wax. This makes bubbles in the wax, and it will not dry smoothly.

Step 1. Pour about 1/2 cup of wax on the floor at a time.

Step 2. Use a damp mop. Push the mop away from you through the wax. Spread the wax thinly.

> Always push the mop away from you. If you push back and forth, the floor will not shine evenly.

Step 3. Pour more wax and spread it. Do this until all of the floor is waxed.

Step 4. Let the floor dry 20 or 30 minutes. Do not walk on it during this time.

TO GET THE BEST USE FROM YOUR REFRIGERATOR:

1. Put it on level floor.
2. Put it in a cool place.
3. Keep it at the right temperature.
4. Defrost it often in the right way.
5. Keep every part clean.
6. Have repairs made at once.

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and
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(DS) 13M (REVISION) 6:67 Circular HE-50

How to Clean and Defrost the Refrigerator

Published by the Cooperative Extension Service, Auburn University, Auburn, Alabama, in cooperation with the Federal Extension Service, U. S. Department of Agriculture. Circular HE-50

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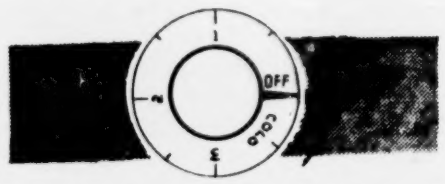
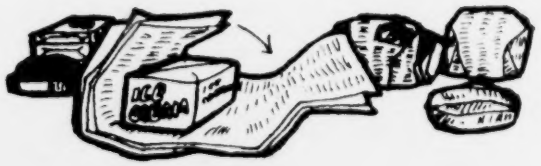
TO DEFROST, FIRST DO THIS:

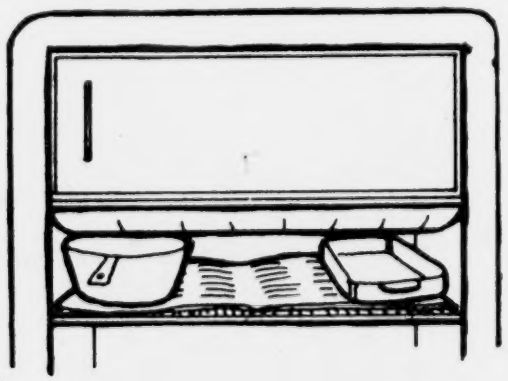


1. Turn refrigerator control knob to off or defrost. Unplug the refrigerator if the control does not work.



2. Take ice trays out of freezer section. Take frozen foods out.

   Wrap foods in paper to keep them from thawing. Put wrapped foods on top of ice trays in a tub or box.



3. Put pans and papers on the top shelf to catch melting ice.

THEN DO THIS:

1. Dry refrigerator walls again, if you need to.
2. Put in shelves and drawers.
3. Put food in refrigerator.
4. Clean outside with warm, soapy water. Rinse and dry.
5. Clean the drip pan if your refrigerator has one. You will find it at the bottom of the refrigerator.

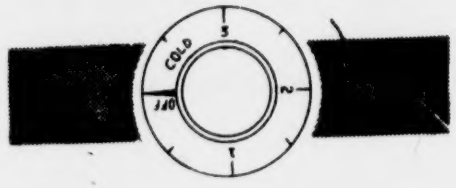
ALWAYS REMEMBER:

1. Wipe up food each time it spills.
2. Clean and defrost about once a week

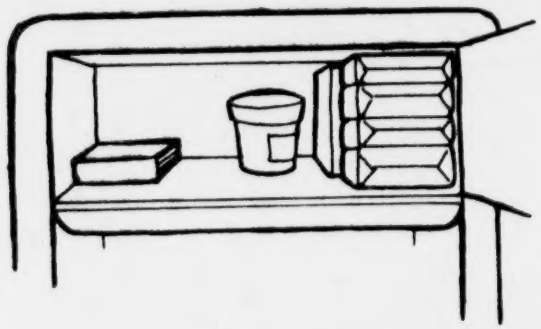
   or

   when ice on the outside of the freezer section is about as thick as a slice of bread.

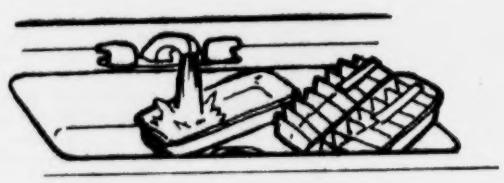
NOW DO THIS:



1. Turn the control knob to a medium setting.



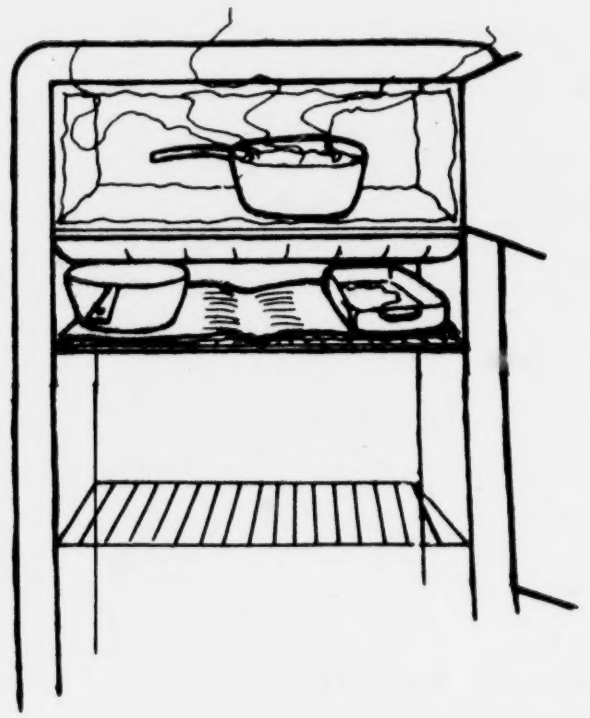
2. Put frozen food back in the freezer section.



3. Take ice out of the ice trays. Wash the trays. Use warm water. Do not use hot water.

4. Fill ice trays with cold water.

5. Put the trays back in the freezer.



4. Put a pan of hot water inside the freezer section. The hot water makes the ice melt faster.

   Change the water in the pan when it gets cold.

   Do not use ice trays. Hot water is not good for ice trays. The ice cubes will stick to the trays later.

5. Let the ice melt by itself.

   Don't use a knife, ice pick or anything sharp to take ice off. You may make a hole in the freezer. Then it won't work.

WHILE ICE IN THE FREEZER MELTS, DO THIS:

1. Take food out of the refrigerator. Throw away spoiled food.

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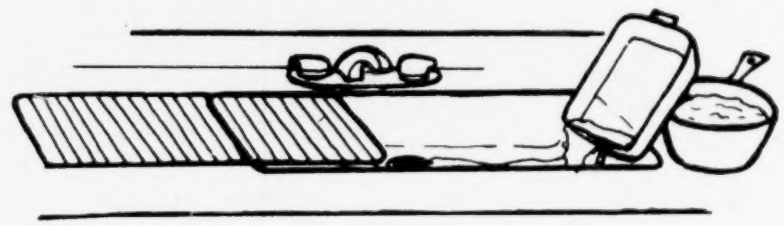
2. Take shelves and drawers out. Wash them with warm, soapy water.

   Rinse them with clear water. Dry.

AFTER THE ICE MELTS, DO THIS:



1. Pour out the melted ice.

   Pour out the pans of water.

2. Take the top shelf out and wash it.

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3. Wash the inside and outside of the freezer section.

   Wash the inside door and walls of the refrigerator, too.

Use this:

→ 2 Tablespoons of soda

and

→ 1 quart of warm water

- Soda gets rid of odors.

- Don't use soap on the inside. It will cause odors.

  Rinse with clear water. Dry.

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- Take care of your range.
  It will last longer.

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FIRST DRAFT - Circular HE-65

cook better
with a
Clean Electric Range

Published by the Cooperative Extension Service, Auburn University, Auburn, Alabama, in cooperation with the Federal Extension Service, U. S. Department of Agriculture.

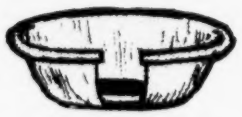
All Ranges Are Not Alike.

Read and use the book that came with your range.

Control knobs

Surface units

Drip pans



Broiler pan

Clean Broiler Pan After Each Use

—Take the broiler pan out of the range. Pour the grease out while it is still hot.

— Put the grill in the pan. Put a little soap or detergent on the grill. Then pour hot water over the grill, into the pan.

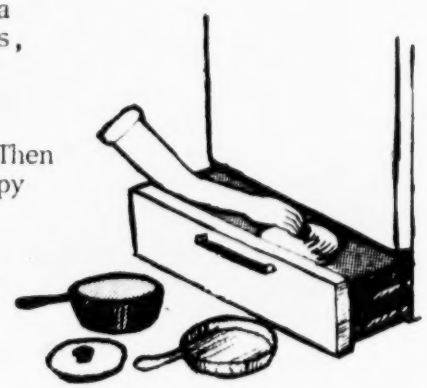
— Let the pan and grill stand about 30 minutes (while you eat and wash dishes). Then wash, rinse, and dry.

Clean Storage Drawers Often

— Does your range have a storage drawer? If it does, take everything out of the drawer.

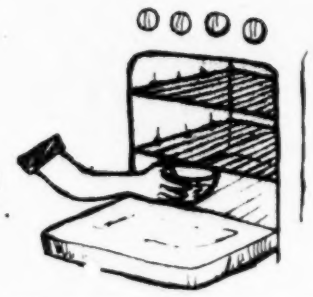
— Remove the drawer. Then wash drawer with warm, soapy water. Rinse and dry it.

—Clean the floor under the range.



– Place bowl in cold oven.

– Leave the oven door closed about 4 hours or overnight.

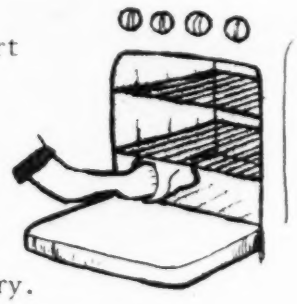


– Take bowl out of oven.

– Take racks out and wash them.

– Add ammonia in bowl to 1 quart of warm water. Dip rag in this. Clean oven and oven door with it.

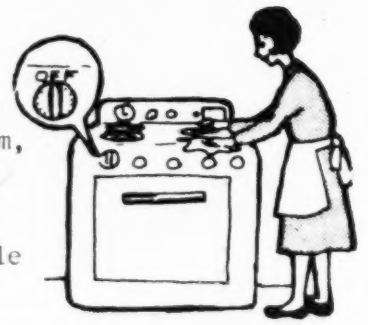
– Next wash oven and oven door with a rag dipped in warm, soapy water. Rinse with clear water. Dry.



Clean Outside Of Range After Each Use

– Let your range cool before you clean the outside. Use warm, soapy water and a soft cloth. Rinse and dry it.

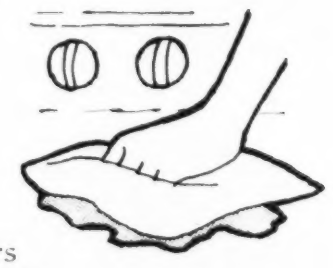
– Don't wash the outside while it is warm. This might make it crack.



– These make dull spots on the range:

vinegar	tomato juice
milk	any fruit juice

Clean them off as soon as they are spilled. If the range is warm, then use a dry rag.

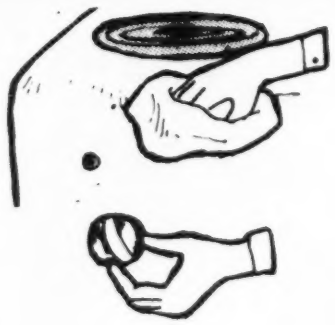


– Don't use soap pads or powders to clean your range. They scratch it.

Clean Control Knobs And Metal Trim Often

– Wipe control knobs clean. Some knobs pull straight off for cleaning. Some don't come off.

– Wipe metal trim with a damp cloth. Dry it with a soft cloth to make it shine.



Clean The Surface Units Often

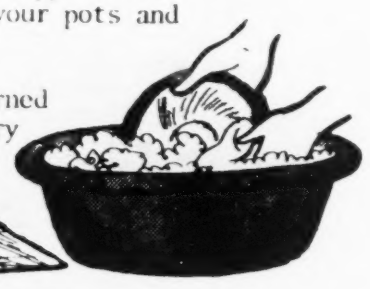
— Food spilled on a hot surface unit usually burns itself off.

— Always turn the switch off before cleaning. Let the units cool.

— Wipe surface units with a damp cloth when cool. Never put surface units in water.

— Some surface units tilt up and others pull out. Tilt up or pull out units and take out drip pans.

— Wash drip pans in warm, soapy water. You can wash them along with your pots and pans.

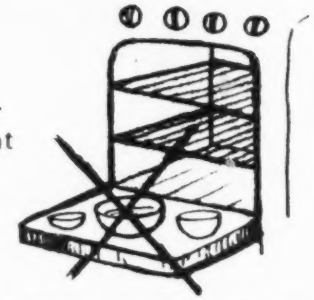


— Be sure to remove all burned food and grease. Rinse and dry drip pans.

— Clean the space below the drip pans. Clean drip trays if your range has them.

— Wipe the ring around the surface unit. Lift ring. (It may be joined to the surface unit.) Clean under the ring.

Clean Oven



— Never slam the oven door or put heavy things on it. You might spring or break the hinges.

— every day —

— Turn oven off and let it cool.

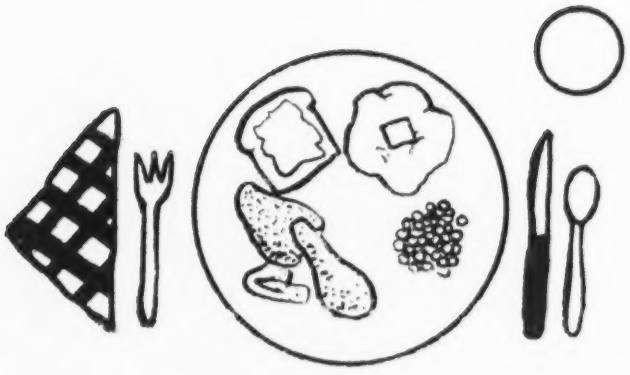
— Wipe crumbs and burned food out of oven with a damp rag. Wipe oven door.

— often —

—Turn oven off and let it cool.

—Clean burned food off oven walls. To do this:

Pour about 1/2 cup of household ammonia in a bowl.



Foods

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RATIONALE

The development of concepts concerning healthy dietary habits is important to all children. The knowledge of daily food requirements and how they may be met is a necessary part of every curriculum. In addition, the recognition that some foods are important to being healthy should be understood.

Many retarded children need additional help in this area because of low health standards at home. These children need emphasis placed on experiences with various types of foods, on health habits associated with eating, on developing an understanding of where the various foods come from, on utensils and measurements used for preparing food and on the manners to use while eating.

Since these concepts are so important, they should be introduced at the primary level and developed more extensively at higher levels.

SUB-UNITS

Animals
Budgeting
Cooking
Commodity Foods
Canning
Dairy
Disposal of Garbage
Etiquette
Farming
Groups of Foods
Health Habits
Left Overs
Measurement
Menu Planning
Occupations
Outdoor Cooking
Powdered Milk
Plants
Purchasing
Restaurants
Safety
Storing
Table Setting

Other

_____ _____

_____ _____

SUGGESTED OBJECTIVES -- TRAINABLE

Primary

TO BE ABLE TO . . .

. . . describe edible substance correctly.

. . . eat wihtout spilling food.

. . . eat using a spoon.

. . . use a napkin to wipe mouth when directed to do so.

. . . wait patiently for food to be served.

. . . chew food properly keeping lips closed.

. . . drink, chew and swallow food properly.

. . . ask for more food.

. . . begin to use a fork when eating.

. . . take food without handling all food.

. . . pass food to others when asked to do so.

Intermediate

TO BE ABLE TO . . .

. . . feed self better.

. . . take single portions.

. . . sit quietly at the table.

. . . use knife and fork interchangeably.

. . . eat with little accidents or spilling.

. . . say "excuse me" when leaving the table.

. . . use napkin effectively without assistance.

. . . eat (chew) quietly with mouth closed.

. . . wait for others to be served.

. . . take a portion for self from serving dish.

. . . not talk with food in the mouth.

. . . use good posture when at the table eating.

. . . wash hands before eating when reminded.

Advanced

TO BE ABLE TO . . .

. . . have a small understanding of basic foods.

. . . prepare a simple meal.

. . . eat without assistance or supervision.

. . . display acceptable social table manners.

. . . eat neatly.

. . . understand the need for food and cleanliness when handling food.

. . . use the appropriate utensils when eating soup, salad, etc.

. . . assist in serving food.

. . . bite food properly (small bites).

. . . wash hands before eating without being reminded.

SUGGESTED OBJECTIVES -- EDUCABLE

Primary

TO BE ABLE TO . . .

. . . identify various types of food.

. . . prepare simple foods.

. . . begin using proper table manners and utensils.

. . . wash dishes under supervision.

. . . experience buying food at the store.

. . . understand how to dispose of garbage.

. . . display good eating habits.

. . . understand the basic need of foods for all people.

. . . understand that many people help to produce food.

. . . understand that preparing food takes time, work and money.

. . . understand that cleanliness is important when handling food.

. . . understand that buying food involves money.

Intermediate

TO BE ABLE TO . . .

. . . open a can with a can opener.

. . . understand importance of eating three meals daily.

. . . identify what foods are uaually eaten at certain meals.

. . . prepare simple foods.

. . . understand reasons for cleanliness when handling food.

. . . assist in setting table.

. . . display simple table courtesies.

. . . identify stores in the community which sell food.

. . . understand how food is brought from its source to the store.

. . . identify foods that come from the sea, ocean or lake.

. . . understand what is done to food before it is sold.

. . . identify people who work in food stores (butcher, clerks, etc.).

Advanced

TO BE ABLE TO . . .

. . . know how to buy food based on skills and economy.

. . . set and clean a table.

. . . plan simple meals.

. . . understand importance of a good atmosphere during meal time.

. . . assist others in eating.

. . . understand the nutrients found in foods.

. . . display proper eating manners in a restaurant or cafeteria.

. . . preserve and store foods properly.

. . . use leftover foods.

. . . serve food in proper sequence and attractively.

. . . know the measurements involved in purchasing, preparing and in serving food.

. . . perform outdoor cooking skills safely.

SUGGESTED OBJECTIVES - EDUCABLE (Cont.)

Primary	Intermediate	Advanced
TO BE ABLE TO . . .	TO BE ABLE TO . . .	TO BE ABLE TO . . .
. . . understand that milk is food.	. . . run errands to the food store.	
. . . understand weight changes in relation to eating.	. . . know what utensils are used when preparing food.	
. . . understand the need for chewing food properly.		
. . . discriminate between fruits and vegetables.		
. . . understand that foods are processed various ways for purchasing.		

ERIC 165

CORE ACTIVITIES

Arithmetic Activities

1. Prepare a snack for the class, measuring ingredients.
2. Have students "play store" using play money.
3. Have the class tell you how many items in a dozen, ounces in a cup, cups in a pint, pints in a quart, quarts in a gallon. Put on an experience chart or bulletin board.
4. Weigh food on a scale and have the class chart the weight of each item. What food weighed the most? the least?
5. Make out a grocery list listing the price of each item. Have the students find out how much the total bill will be. If they give the clerk $10.00 what will their change be? $15.00?
6. To teach children different values of money, ask them how many nickels will buy a loaf of bread? How many quarters will buy a loaf of bread?
7. Have primary children count vegetables for soup.
8. Measure ingredients for soup, bread, butter.
9. Use a clock to show time for various meals.
10. Figure the cost of preparing your own meals with that of buying the same meal in a restaurant.
11. Collect ads from the newspaper and compare prices.

Social Activities

1. Present a class tea. Have the students plan what will be appropriate to serve. They also are to prepare and serve the food.
2. The students can write up their own menu. A menu for lunch, breakfast and dinner can be designed.
3. A demonstration can be given on using proper manners when handling food in a restaurant, cafeteria or at home.
4. Plan a trip to the grocery store.
5. Dramatize ordering food in a restaurant.
6. Be a team member for a "Good Breakfast Contest."

7. Demonstrate the proper setting of a table for a dinner or luncheon.

8. Role-play the proper way to refuse foods which you are not to eat.

9. Work in a group while preparing soup.

10. Have a discussion on: "When do we eat?" "What do we eat?" "Where does our food come from?"

Communication Activities

1. Read the sale advertisements for various grocery stores. Chart what is on sale this week and determine how much can be saved by purchasing sale items.

2. Verbally invite another class to have a snack with your class. Your students can discuss what to serve and manners to be observed while entertaining other students.

3. Have students prepare scrapbooks showing basic food requirements and examples of each group of foods. These can be pictures out of magazines, papers or drawn by the students.

4. Compose a letter inviting a farmer to visit your class.

5. Read labels on store items.

6. Make a chart for a "Good Breakfast Contest"--choose teams.

7. Make cookbooks.

8. Write recipes.

9. Keep a record of the foods advertised on TV and radio and why they are supposed to be good.

10. Role-play an advertisement of a product with emphasis on getting the public to buy the product.

11. Listen to and summarize talks given by resource people.

12. Pass out worksheets showing various fruits or vegetables. Have the students label each item.

13. Have each student present a piece of food to the class then have a class disucssion on the item--where it comes from and how it is eaten.

Safety Activities

1. Demonstrate the care that should be taken when handling food so that it will not become bruised, spoiled or overcooked.
2. Chart how accidents occur when food is dropped on the floor, undercooked (pork), or grease spilled on the stove or a person.
3. Demonstrate the proper use and storage of utensils used to prepare and cook food with; i.e., knife, fork, mixer or beaters to prevent accidents.
4. Demonstrate the steps taken in cleaning food, dishes, and appliances.

Health Activities

1. Chart the ways our foods are checked by the government and other agencies, giving the reasons why.
2. The importance of washing dishes after meals can be discussed.
3. Bring in pictures of the diet the human body needs in order to grow healthy.
4. Have the students dramatize the proper way to clean and store foods.
5. Visit the kitchen of a cafeteria or restaurant, observing the health regulations that must be followed.
6. Entitle a bulletin board display, "How Are You Today?" Have a discussion about the display pointing out the relationship of how food affects the way we look, act, think and feel.

Vocational Activities

1. Explore what occupations are available in the food services field.
2. Mak[illegible] a display of the people involved in getting the food to our table; farmers, inspectors, milkman, truck driver, and grocery clerks.

VOCABULARY

Primary

animals	farms	grains
apples	flour	oranges
bananas	food	rice
beans	fresh	rye
breads	frozen	vegetables
cakes	fruits	wheat
canned	grain	

Intermediate

bowls
breakfast
butter
eggs
energy
food
fork
jelly
knife
needs
orange juice
rotary beater
scraper
spoon
toast
utensils
well

Advanced

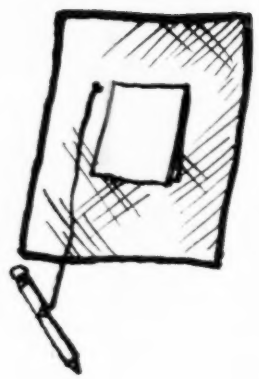
bones
bread
cereal
disease
elimination
energy
fats
fruit
gallon
guide
hair
healthy
measurement
meat
muscles
nutrition
oils
ounce
pint
pound
protect
quart
scale
skin
starch
sugar
teaspoon
tablespoon
teeth
vegetable
water

LESSON NO. 1

LEVEL: Primary

SCOPE: To introduce the idea that there are different types of foods produced on a farm.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to say where some of our food comes from.	1. Discussion on: When do we eat? What do we eat? Where does our food come from?		Most of us like to eat. Food tastes good to us. Much of the food is grown on farms.
2. To be able to list the different types of food produced on a farm.	2. Display on the bulletin board different types of foods found on a farm.	Bulletin board, pictures of foods found on a farm	Farmers grow fruits, vegetables, grain, and have animals.
	3. Construct a large barn with doors and windows which the children can open to find the animals. Tape pictures of animals inside the door and windows. Tape pictures of various crops around the barn.	Materials for constructing a barn, pictures of farm animals and food, tape	
	4. Read, *About Food and Where it Comes From.* Class discussion following.	*About Food and Where it Comes From* by Terry Shannon	
	5. Pass out teacher-prepared worksheet with various fruits. Have children label each fruit.	Teacher-prepared worksheets, pencils	
	6. Have students draw and color a picture of a farm.	Paper, crayons	
	7. Have students make a "Shopping Chart" to be used in Lessons No. 2 and 3.	8½ x 11" construction paper, 3" x 5" white paper, string, pencil, chartpaper, pen. Pictures of foods to be pasted on construction paper	
	8. Prepare an experience chart. Vocabulary: food, fruits, vegetables, grain, animals		



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LESSON NO. 2

LEVEL: Primary

SCOPE: To show that there are different kinds of foods that can be bought in various forms or packages.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to discriminate between fruits and other foods by pointing out the fruit in the room when asked.	1. After placing various fruits around the classroom have each student find one piece of fruit. Have each student present the piece of fruit he/she found to the class. Allow the class to discuss what it is, how it is grown, its shape, color, and how it differs from other food. Then have the students label each piece. Explain and discuss how fruits are purchased (fresh, frozen, canned) and the various ways it is served. Pass out worksheets, "Which Doesn't Belong?" Have students draw a circle around the objects that do not belong and color the objects that do belong.	Various fresh fruit or pictures of fruit Oaktag for labeling fruit Cans of fruit, boxes from frozen fruit and wrappings Mimeo sheets "Which does not Belong?" crayons	
2. To be able to show that fruit can be bought (canned, fresh, frozen) by bringing in the wrappings of fruit in its different forms.	2. Have students bring in various pictures of fruits to be pasted on a "Shopping Chart." (Do not place on chart until Lessons 3 and 4 have been completed). Vocabulary: apples, bananas, oranges, fresh, canned, frozen.		

LESSON NO. 3 **LEVEL:** Primary

SCOPE: To provide opportunities to recognize vegetables and know how they can be purchased.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to recognize and name common vegetables in their various packages.	1. Have a display of vegetables and give the students an opportunity to inspect each one. Each child selects one picture card and matches it to the proper vegetable displayed. Discuss the name and use of the vegetable matched to the card.	Display table, variety of fresh vegetables (one whole vegetable, and one cut in half) Cards with a picture of a different vegetable on each	There are many kinds of fruits and vegetables that we eat. They are good to eat and good for us. We can buy them fresh, canned or frozen.
	2. Open cans and frozen food packages of vegetables and compare with fresh vegetables.		
	3. Assist the children in planting corn and beans. Have them observe them when they begin to sprout and grow.	Containers, dirt, corn, beans	
	4. Have the children bring in pictures of vegetables to paste on "Shopping Chart." (Do not place on chart until Lesson 4 has been completed.)		
	5. Prepare an experience chart. Vocabulary: vegetables, corn, beans.	Chart paper, pencils	

LESSON NO. 4

LEVEL: Primary

SCOPE: To recognize that many foods come from gardens.
To recognize that foods may be classified as fruits, vegetables or grains.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to name what foods come from grain.	1. Set up a display table showing food products that are produced from grain. Discuss each product and how grain is also used to make other foods, such as cake, cookies and pies.	Display table, grain products, such as bread, cereal, crackers, flour	We need the different grains to make our food. Grain is grown on farms. Rice, wheat and rye are grains. Some of the grain foods are bread, cake and flour.
2. To be able to classify foods as fruits, vegetables or grains.	2. Have a bulletin board display of pictures of grain; growing, and types of grain.	Bulletin board, pictures of grain growing, different types of grain	
	3. Show film, *Foods from Grains.*	Film: *Foods from Grains*	
	4. Have students bring in pictures of foods made from grain.		
	5. Have students paste pictures of fruits, vegetables, and grain products on "Shopping Chart." Have them label each picture: "F" under the fruits "V" under the vegetables "G" under the grain products.	screen, projector	
	6. Prepare an experience chart. Vocabulary: farms, rice, wheat, rye, grains, breads,	Chart paper, pencils	

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LESSON NO. 5

LEVEL: Intermediate

SCOPE: To show the value of eating good food.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to understand the value of eating good food as opposed to "junk" food.	1. Bulletin board display entitled, "How Are You Today?"	Bulletin board, pictures of the way people look	We need food to help us keep well. The right kind of food gives energy. We must have different foods for all our needs.
	2. Have a discussion about the pictures displayed. Point out the relationship of food to how we look, act, think, and feel.		
	Use hand mirrors so the students can observe how they look. Do they look healthy?	Hand mirrors	
	Write an experience chart.	Chart paper, pencils	
	Vocabulary: food, well, energy, needs.		

LESSON NO. 6

LEVEL: Intermediate

SCOPE: To familiarize students with foods that are good for breakfast.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to select proper foods for breakfast.	Discuss the words "break" and "fast."		
	Write the words "break" "fast" on the chalkboard.	Chalkboard, chalk	We learned about breakfast. The children in the story had these foods for breakfast; orange juice, eggs, toast, butter and jelly.
	Have the children tell what they had for breakfast. List these foods on the chalkboard.		
	Read, *Breakfast, Lunch and Dinner.*	*Breakfast, Lunch, and Dinner* by Martha Symond from "Instructor" Sept., 1960.	
	Make a list of the breakfast foods mentioned in the book.		
	Pictures of foods that are good for breakfast are then pasted on construction paper by the class.	Construction paper, paste, pictures of good breakfast foods	
	Have the students plan a breakfast menu.	paper, pencils	
	Write experience chart	Chart paper	
	Vocabulary: breakfast, orange juice, eggs, toast, butter, jelly.		

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LESSON NO. 7

LEVEL: Intermediate

SCOPE: To develop a knowledge of kitchen utensils.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to recognize and know how to use several utensils when preparing and serving food.	1. Have a display of utensils. Discuss the use of each utensil. Allow the children to make comments, offer suggestions and ask questions. List items on an experience chart. Go over list with the class. Pass out cards naming utensils. Have each student match their card to the proper utensil. Have the students demonstrate how to use one utensil. Pass out worksheets and have the class complete them.	Table, various cooking utensils Paper, pencils 3" x 5" cards with name of a utensil written on it Mimeo worksheets from "Hand-Outs" section	Mixing Utensils: knife, fork, wooden spoon, rubber scraper, rotary egg beater or electric mixer, mixing bowls; large , medium, small, wooden

LESSON NO. 8

LEVEL: Advanced

SCOPE: To develop the value of good nutrition.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to understand the importance of good nutrition by verbalizing how a proper diet affects them.	Ask and discuss the following questions: a. How many of you like to eat? b. What foods do you like best? c. Do you think you can just eat your favorite foods and still grow strong muscles, be full of pep and energy, and have nice looking skin and hair? Why not?		Things I Want to Learn About 1. Why do I eat? 2. How do I choose the right foods? 3. How do I know I am eating the right amount of food? 4. How do I plan good meals? 5. Are there any secrets in buying the right foods? 6. Can people help if they are fat?
	Explain to the class that they will be learning about food and how it can help them. The word used for this is NUTRITION.		
	Introduce and show the film, *More Life in Living* Prepare an experience chart and read orally.	*More Life in Living*, Dept. of Program Services, Nat'l. Dairy Council, Chicago. Projector, screen	
	Have the students prepare a notebook, "Your Food is showing." Then have them find a picture of a boy or girl revealing the effects of eating right. Have the students select a name for their notebook, such as "All about Food".	Notebooks, paper, pencils	
	Pass out "Eating Records" and explain their use. Students complete these daily and place in notebooks.	Mimeo sheets from "Hand-Outs" section	
	Vocabulary nutrition, energy, muscles, hair, skin.		

LESSON NO. 9

LEVEL: Advanced

SCOPE: To help students become acquainted with daily food chart.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to use the daily food guide in choosing a day's menu. 2. To be able to state the functions different foods have in the body.	I. Refer to the experience chart from Lesson No. 8. Read the first two questions. Explain to the class that today you will be talking about these two questions. Discuss who chooses the food eaten--they, or their mothers. Explain that the students really choose their food by eating or not eating food that is served. To be sure they are eating right, the use of a food guide would be helpful. One important guide used by doctors and others is called the "Daily Food Guide." There are four food groups and in each group are foods that are needed daily.	Duplicate and pass out experience chart from Lesson 8	WHAT FOODS CAN DO FOR ME 1. The right foods will give me plenty of energy to do things I want and need to do. 2. Eating right will make my skin pink in color and help eliminate pimples. 3. The right foods will help build strong bones and teeth. 4. Eating right will help any cut, scratch or broken bone to heal quickly. 5. The right foods will make me cheerful.
	2. Show the milk group which consists of pictures of milk and milk products on a large cow. Discuss the foods. Explain that milk and things made from milk are important for strong bones and teeth. Sometimes skim milk should be substituted for whole milk.	Posters of the four food groups	
	3. Show the meat group which consists of meats on a large baby beef. Discuss the foods in this group. Explain that they need these foods to build bones and teeth, help heal cuts or broken bones and to help the body grow.		
	4. Show the vegetable and fruit group which has been pasted on an enlarged fruit or vegetable. Explain that these are needed to help the body function. Discuss the foods. These foods help you feel better, help in growing strong bones, and teeth, help you to see better in dim light and helps skin to look healthy.		

LESSON NO. 9 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	5. Show bread and cereals group with pictures mounted on a large loaf of bread. Discuss different foods in this group. Explain that these foods give quick energy. The foods in this group have starch in them.		6. Eating right will help me grow. 7. The right foods protect my body from disease.
	6. Do the starch experiment.	Starch experiment. from "Hand-Outs" section	
	7. Explain that some foods were not included in the daily food guide like fats, oils and sugar. The people who made up the guide thought you would get enough of these with the other foods you eat. There is fat in meats, bread and other baked goods. Oils are sometimes used for cooking and/or baking and used in salads. Sugar is used in cooking and baking and is also found in fruit. Fats and oils give you energy but not to be eaten in place of the foods mentioned in the daily food guide.		
	8. Do the fat experiment.	Fat experiment from "Hand-Outs section	
	9. Explain that water is not a food but that 6 to 8 glasses a day are needed to help the body function. Explain how the body loses water; sweating, breathing, elimination.		
	10. Have each student entitle four pages with the four basic food types. Then have each student bring into class pictures of foods appropriate for each food group. On a separate sheet of paper have each student draw a picture of the daily water requirement and place a caption on the top of the page. These sheets are to be placed in the notebook along with the previous day's experience chart. Vocabulary: vegetable, fruit, cereal, bread, protect, disease, bones, teeth, healthy, meat, guide, water, fats, oils sugar, elimination, starch.	Pencils, paper	

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LESSON NO. 10

LEVEL: Advanced

SCOPE: To show the various forms of measuring foods.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to show understanding of the various measurements used in foods by using the correct terms when discussing wet and dry measures.	1. Explain that before we can find out how much of each group of food we need every day, we need to learn about some measurements. Show each piece of equipment that will be used in the experiment to the class and discuss its use; many people buy milk in quarts, half gallons and gallons. Explain and demonstrate how to use a kitchen scale. 2. Divide students into groups for the following experiments. Have the students experiment with water to find out how many: a. 1/4 s, 1/3 s, and 1/2 s of a cup are in a cup b. cups in a pint -- in a quart c. pints in a quart d. quarts in a half gallon -- in a gallon Have the students use flour to find out: a. How many 1/4 s, 1/3 s, and 1/2 s of a teaspoon in a teaspoon b. How many teaspoons in a tablespoon c. How many tablespoons in 1/2, 1/3, and 1/4 cup As each group completes the experiment have them fill out the part of the worksheet pertaining to that part.	Measuring cups, spoons, pints, quarts, half gallon, and gallon containers. Kitchen scale water flour	*Measurements I Need To Know* 1. How many make a cup? 4 = 1/4 cups 3 = 1/3 cups 2 = 1/2 cups 2. How many make ½ cup? 2 = 1/4 cups 8 tablespoons 3. How many make 1/4 cup? 4 tablespoons 4. How many make one tablespoon? 3 teaspoons 5. How many make one teaspoon? 4 = 1/4 teaspoon 3 = 1/3 teaspoon 2 = 1/2 teaspoon

LESSON NO. 10 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Write experience chart and place in notebook with worksheets.	Mimeo worksheets from "Hand-Outs" section. pencils chart paper	6. How many make one pint? 2 cups 7. How many make one quart? 4 cups 2 pints 8. How many make a half gallon? 2 quarts 9. How many make 1 gallon? 4 quarts 10. How many make 1/4 pound? 4 ounces 11. How many make ½ pound? 8 ounces 12. How many make 1 pound? 16 ounces T = tablespoon tsp.= teaspoon lb. = pound oz. = ounce pt. = pint qt. = quart gal. = gallon

Outdoor Cooking **Level:** Advanced

SCOPE: To familiarize students with methods of outdoor food preparation, taking into consideration necessary tools, methods, safety precautions and sample menus.

Nothing can compare with the flavor of food that is prepared and eaten in the fresh, crisp outdoor air. Outdoor cooking is great fun and provides excellent eating with a minimum of effort. This is an activity in which the entire family can participate--especially since men and boys seem to emerge as the masters of outdoor cookery.

Some people have elaborate tools for their outdoor cooking. These are not really necessary. Many ordinary kitchen utensils can double as barbequing tools.

A. **Tools for the outdoor cook**

kitchen scissors	paper towels	tongs
long-handled fork	sharp knife	metal spatula or turner
heavy mitts	heavy duty foil	carving surface
brush for barbeque sauce	disposable foil pans in a variety of sizes	

B. **Making the fire**

There are two main considerations in making the fire for outdoor cooking: efficiency and safety.

To make a fire that will do the job quickly and well, here are some suggested points to follow:

Efficiency

1. Don't put grill over coals until you are ready to cook.
2. Line the firebox with heavy duty foil(foil also reflects heat back on the food and catches melted fat)--this will save fuel, cleaning, effort and will keep the barbeque looking clean and new.
3. Top foil with a bed of coarse gravel or some insulating material. This lets air in and distributes heat more evenly.
4. Estimate the amount of coals you will need and heap it in a pyramid fashion over the gravel.
5. Soak coals with liquid lighter. LET STAND 15 TO 20 MINUTES BEFORE LIGHTING. Then ignite. For a reserve supply of coals, warm extra briquets around edges of live coals. They will be ready to add when you need more heat.

Safety

1. A trick: Count with the word Mississippi in between the numbers to estimate the heat of the coals, holding palm over coals at the height the food will be cooking.

Example: *If you can count, One Mississippi, two Mississippi, three Mississippi, before jerking your hand away, you are ready to cook steak, lamb chops, burgers, kabobs.*

A four Mississippi fire is good for roasts.

A five Mississippi fire is fine for spareribs and pork chops.

2. The color of the coals can also tell you when to cook: ash-gray by day, red and bright by night.

3. To speed the cooking: lower grill top, fan the fire (cardboard works beautifully), add warmed "reserve" coals and tap off ashes.

4. To slow down the cooking: reverse above procedures, spread out hot coals and douse flare-ups with water pistol.

C. **Cleaning up**

1. Remove grill and clean promptly after cooking.

Example: Hold with hot pad and clean off with damp cloth. wrap in wet cloth or newspaper, S.O.S. the rough spots.

2. Clean by fire.

Example: *Leave grill over coals to char*
Remove grill
Scrape rods with wire brush
Clean with soap-filled pads
Wash all utensils in hot, sudsy water

<u>Completing Outdoor Meals</u>

1. Seasoning Shelf: Keep portable and assembled for outdoor meals.

salt
pepper
MSG
herbs
ketchup
garlic salt
minced onion
dry mustard
chili sauce
mustard
worchestershire sauce
Tobasco Sauce
liquid smoke
barbeque sauce

2. Appetizers: Make use of disposable foil pans in various sizes.

fruit juice

kabobs--basted in sauce, i.e., shrimp, cheese, bacon, mushroom caps

olives

chicken livers

garlic bread

3. *Meats:*

steaks, room temperature *chicken*

roasts *chops*

ground meat--keep in refrigerator

4. *Vegetables:*

foil wrapped corn, baked potatoes (allow one hour)

foil wrapped hash browns, onion slices, tomatoes

canned baked beans or shoestring potatoes (puncture or remove lids before heating)

frozen vegetables--slit top of package, put a pat of butter over vegetables while still frozen, wrap tightly in foil, place on grill for 10 - 15 minutes, turning occasionally.

5. *Salad:*

tossed green--prepare right before serving

potatoe salad--can be prepared in advance

crunchy relishes--serve in ice bucket filled with crushed ice

6. *Desert:*

apple or cherry pie: warmed at side of grill

doughnuts: heated in corn popper

marshmellows to toast

chilled berries with sour cream

ice cream served in paper cups with toppings (sugared berries, chocolate, carmel sauce, melon halves or balls served with sherbert or berries).

Sample Recipes

OUTDOOR BURGERS

I pound beef
¼ cup chopped onion
2 tbs. chopped green pepper
3 tbs. catsup
1 tbs. prepared horseradish
1 tsp. prepared mustard
1 tsp. salt
Dash pepper

Combine all ingredients and mix lightly. Shape into patties ½" thick. Place on grill and brush with melted margarine or salad oil. Broil for 5 minutes on one side, turn and broil for 3 minutes more.

PIGS IN BACON

Cut lengthwise slit in frankfurters, not completely through. Spoon in mustard or catsup, fill slits with strips of cheese or with drained sauerkraut seasoned with caraway seeds. Wrap each frank with a bacon strip and anchor ends with toothpicks. Broil until brown, turning once to crisp bacon on all sides. Serve in hot buttered buns.

S'MORES

Toast marshmellows over embers. For each S'more have ready a graham cracker covered with the same size square of milk chocolate. Slip two melty marshmellows atop, add graham cracker lid and squish down.

CAKE KABOBS

Cut a prepared pound or angel cake in 1½" cubes. Spear each on a fork and dip in melted currant jelly or in sweetened condensed milk. Then roll in flaked coconut to cover. String on skewers and toast over very hot coals, turning often.

AUXILIARY ACTIVITIES

Resource People

Dietician
Dentist
Doctor
Farmer
Garbage Collector
Grocery Store Manager
School Nurse

Other

_____ _____

_____ _____

Field Trips

Supermarket
Food processing services
Farm
Bottling company
Picnic
Warehouse
Restaurant
Kitchens
Fish hatchery
Cafeteria
Barbeque

Other

_____ _____

_____ _____

Bulletin Board Displaying

Foods that we eat every day
Correct setting of table
Basic groups of foods the body requires
Menus for various meals using pictures of foods
Things that we do not eat
Good and bad eating habits or table manners
Measurements of foods
Menus from restaurants, school cafeterias or hospitals

Other

_____ _____

_____ _____

Demonstrations

Preparing simple nutritious meals

Showing various ways to use left-over food

Showing storage preparation of foods

Setting a table properly

Cleaning various foods to show preparation for cooking and storing

Giving a food show where pupils serve and explain what they have learned

Other

_____ _____

_____ _____

Discussions

Shopping for food

Foods unusual to the class

Various newspaper advertising of foods

Various types of foods and where they come from

Illustrating good table manners

Manners when shopping

Preparation of simple foods or meals

How to serve yourself at a cafeteria or smorgasborg

Other

_____ _____

_____ _____

Bibliography

Primary

Shannon, Terry, **About food and where it comes from.**

U.S. Committee for UNICEF, **Lingo.** Norwood, N.J.: Colorforms

A bingo-type game which helps in the recognition of names of foods, each food being presented in English, French, and Spanish. This game contains 4 Lingo cards, 8" square, showing 24 full-color pictures of foods; thirty-six cards, 2" x 4" are shuffled and stacked and each player draws a card in turn and identifies it; if identified correctly, the picture on the master card is then marked. The winner is determined by the first player who completes a row. Suggested for 6 to 8 year olds; two to four people may play at one time. Markers are included as are instructions for the game.

Intermediate

Seventeen cookbook, Macmillan Co., 1964, 3rd edition 1966.

The first section, Beginners Cookbook, contains a thorough coverage of basic information relating to cooking--needed utensils, equipment, measurements and equivalents, language of cooking, methods herbs and spices. The other two sections are entitled, Day-to-Day Cookbook and Party Cookbook.

Spitze, H. T. and P. H. Ratze, **We are what we eat.** Austin, Texas: Steck-Vaughn Company, 1966.

Symond, Martha, **Breakfast, lunch and dinner.** Instructor, Sept. 1960.

Advanced

The Green Plant, N. Y.: Xerox Education Division.

The Green Plant Laboratory consists of four units of study concerned with the needs, processes, and functions of living things; the Emerging Plant, The Plant Body, Photosynthesis, and Basic Plant Functions. Provides for 61 experiments. Entire laboratory is packaged in four boxes--includes teacher's manual, 10 student research manuals, experiment and problem cards, seeds, chemicals, and apparatus for performing experiments.

FILMS AND FILMSTRIPS

Primary

ANIMALS USEFUL TO MAN — 11 min. — color

In the history of civilization, animals have played an important role as a source of food, clothing, and work power. Today, animals are still indispensable for food and raw materials, and man has gradually learned how animals can be improved by scientific breeding. Though machines are replacing animal power, people in many regions of the world continue to use animals for work. (Encyclopaedia Britannica 1959)

BE HEALTHY: GO SAFELY SERIES — 53 Fr.

Let's Have A Party (S.V.E. 1957)

BEHIND THE SCENES AT THE SUPERMARKET — 11 min.

Johnny visits a supermarket and sees how food is brought in by trucks, how it is processed and stored until needed, and how it is displayed for customers. (Film Association of California 1958)

EAT FOR HEALTH — 11 min. — color

Importance of a well-balanced diet--identification of the five basic food groups--bread and butter, milk and cheese, meat and eggs, vegetables and fruits. (E.B.F. 1954)

EAT WELL, GROW WELL — 11 min. — color

Combining the color and excitement of a circus performance with a sound lesson in nutrition, this film presents the four basic food groups and emphasizes the importance of eating the right foods in proper amounts. (Coronet Films)

FOOD STORE — 11 min.

Jack and Ann helping their mother with Saturday marketing in local self-service store--selecting fruits and vegetables--butcher cutting roast--diary products, baked goods, prepared packaged foods--cashier at work. (E.B.F. 1946)

HOW ANIMALS HELP US — 10 min. — color

Jimmy is trying to decide whether the stray kitten he found would be useful enough to earn a home on his grandfather's farm--he considers various common animals and how helpful many of them are in providing food and clothing and in doing work. (Coronet 1954)

HOW PLANTS HELP US — 10 min. — color

Steve observes the plants around him on his way to his uncle's farm--learns how people are dependent upon plants for their food, clothing, wood, paper, rubber, and for many other common articles important in their daily lives. (Coronet 1954)

MILK — 11 min.

Milk from dairy farm to table--use of milk in home, dairy herd, milking and care of cows, pasteurization and bottling of milk in modern plant--use of machines. (E.B.F.)

WHERE DOES OUR FOOD COME FROM? — 10 min.

Dickie follows food from source to grocer's shelf--hogs, grapefruits and oranges, bananas, and apples. (Coronet 1957)

Intermediate

BILL'S BETTER BREAKFAST 13 min. color

A film recording of the live puppet show seen in New York City public schools about third grade children who carry out a health project and learn the foods essential to a good breakfast. (George Colburn Laboratory 1955)

BREAD (2nd edition) 11 min.

Bread from wheat farm to table--use of flour in home--harvesting wheat, flour milling, making bread in modern bakery--use of machines. (E.B.F. 1947)

DIGESTION IN OUR BODIES 11 min.

The steps in the digestive process are traced and functions of main organs explained. We are shown how and why food must be digested before the body can use it. (Coronet Films 1961)

MENU PLANNING 4 min. color

The recipes, step by step preparation and ways of serving simple, but very appealing desserts and salads using dates are portrayed. (Filmline Production Associates)

NUTRITIONAL NEEDS OF OUR BODIES 11 min. color

Uses photomicrography, laboratory animals and animation to show how food provides the body's basic needs. Discusses the four general groups of foods, the nutrients which they contain and what the nutrients supply to the body. Stresses the importance of a well-balanced diet to a strong body and good health. (Coronet Films 1961)

TABLE TALK 37 Fr.

Arrangement of table--use of knife, fork, and spoon--how to serve and pass food. (McGraw-Hill 1948)

WHEAT: FROM FARM TO CONSUMER 18 min.

This film is the first to tell the full story of wheat as a world food. It shows all stages, relating to the domestic industry, from seeding through harvesting, milling, storage and transportation, testing and baking, to export, and foreign consumption. (McGraw-Hill 1964)

WHY FOODS SPOIL 14 min.

Preserving foods--molds--yeast--bacteria--destroying molds, yeast, and bacteria--drying--smoking--canning--pasteurizing--dehydration--gamma rays, etc. (E.B.F. 1958)

Advanced

A THOUGHT OR TWO ABOUT A POT OR TWO 55 Fr. color

This filmstrip describes general characteristics of good utensils, essential facts about aluminum cookware and its care and use, and the numerous use of aluminum in utensils other than pots and pans. (Aluminum Co. of America 1960)

PRINCIPLES OF HOME CANNING 11 min.

Food canning steps governed by principles of bacteriology--sterialization, timing, hermetic sealing--microphotography of food spoilage--presents canning as tasteful task for thrifty home makers. (Erpi 1944)

QUICK BREADS, PART I--BISCUIT METHOD 43 Fr. color

A standard method of preparing biscuits and scones. Gives a basic recipe and demonstrates how to vary it by additional ingredients and use. Includes main dishes and desserts. (Wheat Flour Institute 1955)

QUICK BREADS, PART II - MUFFIN METHOD 39 Fr. color

A step by step method of mixing muffins--demonstrates how muffin-type breads are used as bread, part of a main dish, and dessert. (Wheat Flour Institute 1955)

QUICK BREADS, PART III - VARIETY ROUND-UP 48 Fr. color

The preparation of dumplings, steamed breads, corn, bread, griddlecakes, waffles, popovers, cream puffs, doughnuts, and fritters. (Wheat Flour Institute 1955)

SAFETY IN THE KITCHEN 44 Fr.

Planning your kitchen--use and care of knives, gas range, pots and pans, and climbing equipment. (Young America Films 1953)

UNDERSTANDING COOKING TERMS 49 Fr.

What happens when cooking terms such as fold, bake, boil, knead, simmer, scald, jelly test, marinade and marinate are understood and misunderstood. (Young America Films 1953)

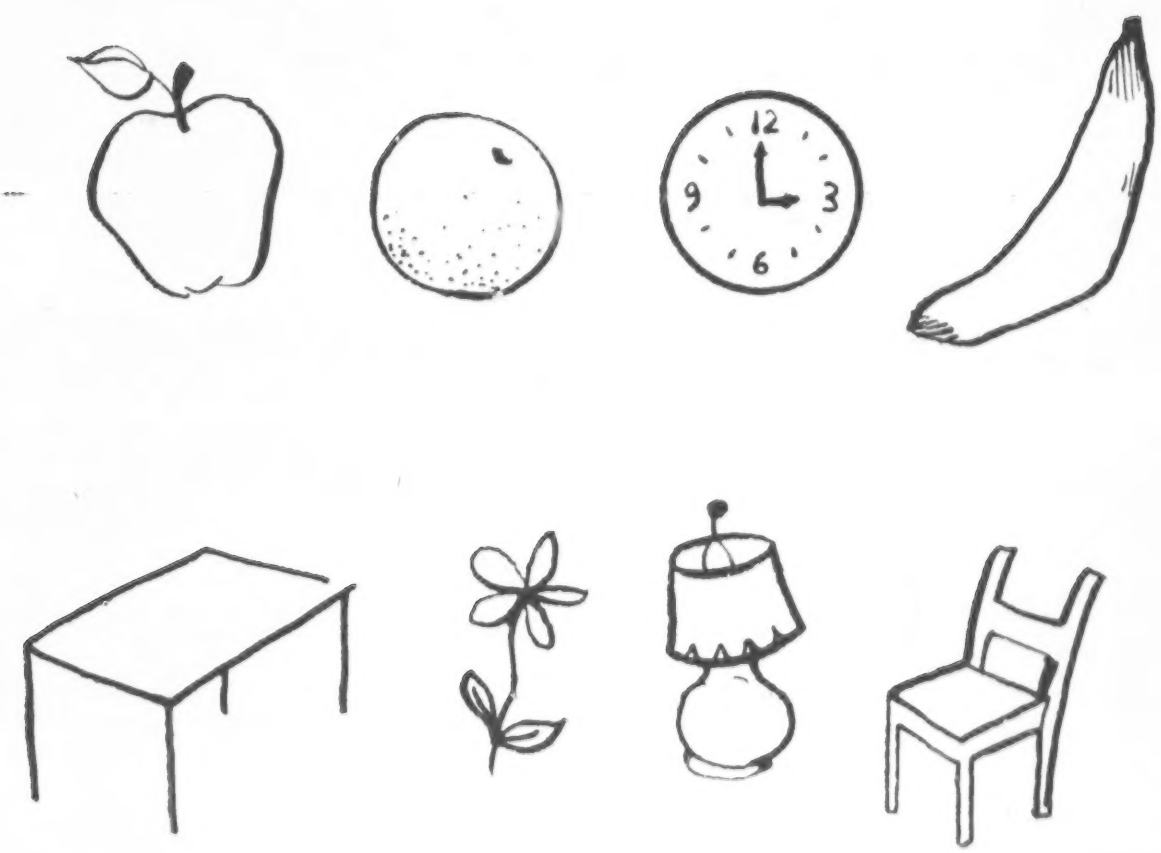
WESTERN CARROTS 51 Fr. color

Growing--irrigating--loading--packing--packaging--serving--Vitamin A in carrots. (Western Growers Assn. 1957)

WESTERN HEAD LETTUCE 54 Fr. color

Planting and harvesting--packing--vacuum cooling plant--wholesale markets--retail food markets--serving lettuce in various ways. (Western Growers Assn. 1957)

Hand-outs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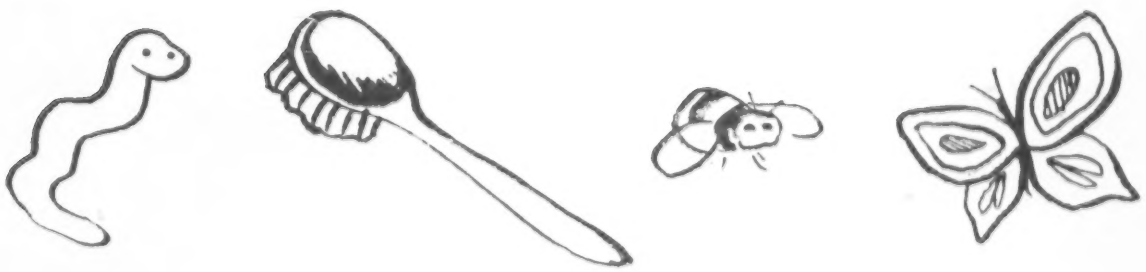
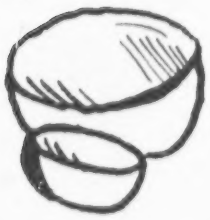
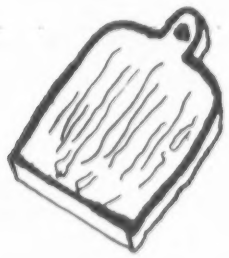


Draw A Line From the Word to the Picture



CAN OPENER

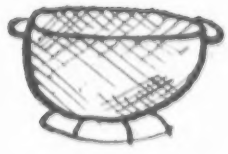


CUTTING BOARD

FRUIT JUICER

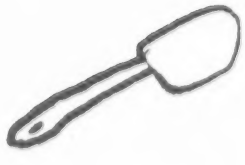
FORK

KNIFE



MIXING BOWLS

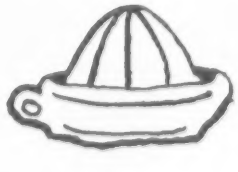
RUBBER SCRAPER



ROTARY EGG BEATER

VEGETABLE BRUSH

VEGETABLE PARER



WIRE STRAINER

WOODEN SPOON

EATING RECORD

These are the foods I ate and drank on _____

day and date

(Name foods and give amounts, such as one egg.)

AT BREAKFAST

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

AT LUNCH

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

AT DINNER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

THE STARCH EXPERIMENT

Drop a small amount of iodine on the food you are testing. Iodine turns starches blue. If the food fails to turn blue, it does not have starch in it.

slice of raw potatoe
slice of cucumber
piece of bread
yolk of cooked egg
white of cooked egg
raw bacon
lima benas

NOTE: Iodine is a poison. Don not taste any of the food you coat with iodine

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THE FAT EXPERIMENT

Take a brown grocery bag and lay it on a table. Crush or press the food on the paper. Remove the food, look for a clear grease spot on the paper. Such spots show that the food has fat in it. If there is no grease spot, the food does not contain fat.

raw bacon
bread
butter
olive oil
peanut butter
peanut without shell or skin
yolk of cooked egg
white of cooked egg

After completing the experiment put the right number on the lines.

CUPS

1. There are _____¼ cups in 1 cup.
2. There are _____½ cups in 1 cup.
3. There are _____1/3 cups in 1 cup.

TEASPOONS AND TABLESPOONS

1. There are _____¼ teaspoons in 1 teaspoon.
2. There are _____½ teaspoons in 1 teaspoon.
3. There are _____1/3 teaspoons in 1 teaspoon.
4. There are _____teaspoons in 1 tablespoon.

TABLESPOONS AND CUPS

1. There are _____tablespoons in ¼ cup.
2. There are _____tablespoons in ½ cup.
3. There are _____tablespoons in 1 cup.

CUPS, PINTS AND QUARTS

1. There are _____cups in 1 pint.
2. There are _____cups in 1 quart.
3. There are _____ pints in 1 quart.

QUARTS AND GALLONS

1. There are _____quarts in ½ gallon.
2. There are _____quarts in 1 gallon.

OUNCES AND POUNDS

1. There are _____ounces in ¼ pound.
2. There are _____ounces in ½ pound.
3. There are _____ounces in 1 pound.

Put a ✓ beside each food listed below which would make one serving.

_____ cup of peas

_____ two eggs

_____ 1 glass of milk

_____ 1 grapefruit

_____ 2 medium oranges

_____ ½ cup lima beans

_____ 1 pork chop

_____ 1 large apple

_____ 1 large banana

_____ ½ cup carrots

_____ ½ cup beets

_____ 1 medium potatoe

_____ 2 cups cornflakes

_____ ½ cup cooked oatmeal

_____ 1 slice of toast

_____ 1 cup of peas

_____ ½ grapefruit

_____ 10 oz. meat

Write YES or NO.

_____ You need 2 or more servings from the bread and cereal group a day.

_____ You need 4 or more glasses of milk a day.

_____ You need 4 or more servings from the fruit and vegetable group a day.

_____ You need 2 or more servings from the meat group a day.

SCHEDULE YOUR SHOPPING

A tisket, a tasket
I'll read the ads and fill my basket
Once a week, and it will pay
More than if I shop each day.

by Dot Boyle
Cedar Falls, Iowa

WRITE BELOW - GOOD REASONS FOR SHOPPING ONCE A WEEK

FOOD MONEY

1. PUT AN X BY THE THINGS MARY DOES BEFORE SHE GOES TO THE GROCERY STORY.

_____Sweeps the floor

_____Reads the newspaper ads

_____Plans to buy all four kinds of foods

_____Makes a grocery list

_____Asks the children what they want to eat

_____Plans how much she can spend

2. PUT AN X BY THE ONE THAT COST LESS.

_____grapefruit at 6 for $1.00

_____grapefruit at 10 cents each

_____oleo at 4 pounds for $1.00

_____oleo at 34 cents a pound

_____ice cream at 79 cents for a half-gallon

_____ice cream at 42 cents a quart

_____onions at 29 cents for 3 pounds

_____onions at 89 cents for 10 pounds

FOOD FOR THE JACKSONS

1. NAME THE MEATS THAT MARY PUT IN THE REFRIGERATOR

   _____

2. WHAT KINDS OF MEAT DID MARY PUT ON THE SHELF?

   _____

3. MARY BOUGHT FOUR CANS OF TOMATOES. EACH CAN WEIGHS A POUND AND COSTS 18 CENTS. FRESH TOMATOES ARE 31 CENTS A POUND.

   (1) How much did she spend for tomatoes?_____

   (2) How much would four pounds of fresh tomatoes cost?_____

   (3) Which costs less, four pounds of canned or fresh tomatoes?

   _____

   (4) How much less?_____

4. FRESH TOMATOES ARE "IN SEASON" DURING THE SUMMER. MANY FOODS COST LESS "IN SEASON." PUT AN X BY THE FOODS THAT ARE CHEAPER "IN SEASON."

_____	FLOUR	_____	TOMATOES
_____	FRESH CORN	_____	ORANGES
_____	OLEO	_____	COFFEE
_____	GRAPEFRUIT	_____	POTATOES
_____	PICKLES	_____	SUGAR

TO BUY A CAR COSTS MONEY,

AND THE UPKEEP ON IT IS HIGH.

THERE'S NEED FOR GAS AND OIL,

OR NEW TIRES ONE MUST BUY.

BUT THE VEHICLE YOU DRIVE

THAT MAY COST MORE PER MILE

IS THE ONE YOU'LL BE PUSHING

DOWN THE SUPERMARKET AISLE.

by Dot Boyle,
Cedar Falls, Iowa

Clothing

RATIONALE

Many of the educable mentally retarded children have had limited experience with good grooming or care of property because of sub-standard environmental conditions. The need for and use of clothing is understood by every child and the concepts and skills involved in learning about clothing have immediate value and application. Motivation therefore, will be less of a problem.

The child's future acceptance by society will depend a great deal on his personal appearance.

SUB-UNITS

Accessories
Buttons
Cleaning
Dying
Fabrics
Heming
Ironing
Laundering
Mending
Purchasing
Seasonal Care
Selection for individual types
Sewing
Shoes
Spot Removal

Other

_____ _____

_____ _____

SUGGESTED OBJECTIVES - TRAINABLE

Primary

TO BE ABLE TO . . .

. . . get clothes ready for washing.

. . . put on a hat or scarf.

. . . extend arm or leg in preparation of getting dressed by an adult.

. . . identify coat or garment among others'.

. . . put shoes on proper feet.

. . . recognize front from back of clothing.

. . . finish zipping garment once the zipper is in the track.

. . . arrange clothing in order to use toilet and rearrange after using toilet.

. . . pull pants or dress up or down.

Intermediate

TO BE ABLE TO . . .

. . . hang up clothes (on a hook).

. . . tie a bow with assistance.

. . . lace and tie shoes.

. . . select clothes in proper order to put on.

. . . zip or button coat.

. . . polish shoes.

. . . choose appropriate clothing for the weather.

. . . wash simple clothing items under supervision.

Advanced

TO BE ABLE TO . . .

. . . dress self completely unassisted.

. . . put clothes on a hanger.

. . . straighten clothes once they are put on.

. . . button small buttons unassisted.

. . . wash personal items and iron flat pieces unassisted.

. . . sew buttons.

. . . lace and tie shoes unassisted.

. . . recognize suitable colors and designs.

. . . show some understanding of clothing and appropriate dress for activities.

SUGGESTED OBJECTIVES - EDUCABLE

Primary

TO BE ABLE TO . . .

. . . dress and undress with reasonable skill.

. . . lace and tie shoes, and zip, snap, or button clothing.

. . . learn how to shine shoes by wipping shoes with a cloth.

. . . name different pieces of clothing.

. . . begin to learn how to dress for activities.

. . . recognize difference in colors.

. . . recognize special types of clothing worn by policemen, doctors, etc.

. . . know the importance of dressing.

Intermediate

TO BE ABLE TO . . .

. . . begin to take care of clothing.

. . . know what type of clothing is needed for the various seasons.

. . . know what type of clothing is needed for various activities.

. . . sew buttons.

. . . know the importance of hanging up clothes laundering, etc.

. . . learn how to iron.

. . . know where we get our clothing (store, made at home, second-hand).

. . . begin to learn how to wash simple articles of clothing.

. . . learn to share clothing with other family members.

. . . know how to use colors in dressing.

. . . know why people wear clothing.

. . . assist young children in getting dressed.

Advanced

TO BE ABLE TO . . .

. . . repair clothing; tears.

. . . choose style, size for self.

. . . learn how to sew using material and pattern.

. . . purchase own clothing.

. . . care for clothes by laundering, cleaning, ironing and storage.

. . . choose accessories.

. . . budget for purchasing clothing needed.

. . . recognize difference in fabrics.

. . . appreciate that neat clothing gives a healthy looking appearance.

. . . make accessories--belts, hats, beads.

. . . make a shoeshine kit.

. . . return items purchased, if necessary.

. . . dress tastefully.

. . . coordinate wardrobes.

CORE ACTIVITIES

Arithmetic Activities

1. Have the students keep a record of what clothing they wear daily and/or seasonally, indicating sizes.

2. How many items of clothing make a pair? How many pairs of items do you wear daily? During the winter?

3. Have the class make a list of items they would like to buy for a special occasion. Also list the cost of each item (take price from catalogues, advertising). What is the total cost of a wardrobe?

4. List the names of items of clothing needed by the children to attend school. Have the children find the price of each item from catalogues, advertising and stores. Compare to see who paid the most and least amounts for each item. Who paid the most and least amount for all of their items?

5. Make a list of clothes that have to be dry cleaned, listing the cost per item. Have the class total up the bill. Have children list what they send to the cleaners in a month and what their total cost would be using the same cleaning rates.

Social Activities

1. Have children help one another to lace shoes, button, snap or zip clothing.

2. To help children understand the importance of fitting clothing properly, have three students dress in clothing that is too large, too small, and the right fit. Have a discussion on what happens to clothing when not properly fitted, what kind of appearance does it give the student?

3. Have the boys construct shoe shine kits and demonstrate the techniques used to polish shoes properly. Have them emphasize the need for polishing. The importance of having good shoe laces and the proper fit of shoes. Different ways of lacing shoes can be illustrated.

4. Have the class demonstrate or write an experience chart on the techniques of ironing. What part of the garment should be ironed first, last, and reasons why. Materials needed in order to iron.

5. Have a discussion on clothing worn for dressy occasions and for play.

6. Have a discussion on what can be done to look neater.

7. Use color chart showing "warm," "cool," and "neutral" colors and how these colors make us feel different.

Communication Activities

1. Practice making complaints in writing when dissatisfied with an article of clothing.

2. Read newspaper articles and hints on what to do to improve the life, care and color of clothing. New fabrics on the market to help clothes look neat require minimum amount of ironing.

3. Make a bulletin board display of the latest fashions seen in magazines for school, special occasions, rainwear and winter clothing.

4. Write thank-you notes to resource people who visited your class or to people you visited on a field trip.

5. Read stories or poems relating to articles of clothing.

6. Have the students give oral or written reports on the changes in clothing styles.

7. Make tape recordings of student discussions relating to clothing.

8. Have the students do a dramatization on buying clothes.

9. Have the students construct their own mending kit and compare contents.

10. Have the students play a game: Select a student to describe an article of clothing on another student. Write the name of each article on the chalkboard.

11. Review vocabulary words. Have children fill in missing letters from words on the board and then read the word.

Safety Activities

1. Discuss the safety precautions to take when using spot removers, bleach, or other chemicals on clothing.

2. Draw a chart indicating what types of clothing are laundered or dry cleaned. What happens if the wrong cleaning procedure is followed?

3. Have the class list all of the hazards involved in ill-fitting clothing or accessories; i.e., trip on open shoe laces, get dress or shirt caught on knob or other items if not closed or too large.

Health Activities

1. Discuss the importance of using a clean handkerchief for coughing, sneezing and blowing nose. Never use anyone else's and the reasons why.
2. List the types of diseases, bugs, or germs that can be gotten from wearing dirty clothing; i.e., rashes, lice.

Vocational Activities

1. Have a bulletin board display of the "do's" and "don'ts" of dressing for a job interview.
2. Have the class list the types of clothing required by special people; i.e., nurse, clown, skin diver.
3. Have the children draw or bring in pictures of different types of hats. Display these and label who wears them; i.e., fireman, astronaut, cowboy, arab.

VOCABULARY

Primary

blouse
boots
clothes
clothing
coat
dress
gloves
hat
jacket
jeans
purse
raincoat
scarf
shirt
shoes
shorts
skirt
slacks
suit
sweater
swimming suit
tie
umbrella
wear

Intermediate

brighter
clothes
colors
cooler
cotton
duller
dyed
fibers
neutral
sews
threads
warmer
wear
woven

Advanced

acetate
bleached
checkered
cordoroy
cotton
dotted swiss

drip-dry
dry clean
dye
flannel
gingham
hounds tooth
jersey
machine washable
nylon
paisley
permanent pleates
permanent press
plaid
print
rayon
silk
stripe
synthetic
terry cloth
tweed
velvet
wool
wring dry

LESSON NO. 1

LEVEL: Primary

SCOPE: To show that wearing clothing serves a purpose.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to name articles of clothing and state why they are worn.	1. Begin by reading *Zoo.* Discuss that animals have different skins for different reasons. There are many different kinds of animals with different fur, feathers, etc. Some animals' furs helps to keep them warm ; some to keep them cool ; or for protection. What do we use? Elicit from the students that it is important to learn about clothing: kinds of clothing, appropriateness, and care of clothing for comfort, protection and a good appearance.	*Zoo,* Bruno Munar: World Publishing Co.	There are many kinds of clothing. We need to learn what clothes to wear to school. We need to learn what clothes to wear to play. We will learn how to take care of our clothes. We will learn where to get clothing.
	2. Prepare an experience chart -- read orally.	Chart paper, pencil	
	3. Have the students play a game: Select a student to describe an article of clothing on another student. Write the name of each article on the chalkboard. Continue playing until everyone has had a turn.	Chalkboard, chalk	
	4. Have the students use scraps of materials to dress pictures of people they have drawn. Vocabulary: clothes, clothing, wear	Drawing paper, crayons, scissors, paste, scraps of materials	

LESSON NO. 2

LEVEL: Primary

SCOPE: To develop a sense for selecting appropriate clothing for school.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to develop a sense of appropriate clothing for school by:	1. Review concept that there are different kinds of clothes for different occasions.		We wear certain clothes to school.
a. naming articles of clothing.	2. Review the word list from Lesson No. 1 on oaktag under heading "Clothes We Wear to School." Group words according to boy's clothes and girl's clothes.	Oaktag word list from Lesson No. 1	Mary is wearing a skirt and blouse. Bob is wearing a shirt and slacks.
b. naming appropriate clothing for boys and girls.	3. Introduce lifesize oaktag cut-out of a boy and a girl. Let the class vote on name for them. a. Describe situation (children guess "school") b. Each child has a turn at putting on a different article of clothing on the cut-outs.	Large box of clothing for different occasions, cut-outs of boy and girl	Sue wears her school dress. John wears his tennis shoes and shorts in gym.
c. demonstrating an understand- of appropriate clothes for school with use of actual clothing.	c. Discuss proper fastenings. What clothes go on first? Which is the front? Back? Left ? Discuss sizes. 4. Have the students assist in developing an experience chart. Read orally.		All of us have certain clothes for school.
d. demonstrating an understanding of appropriate school clothing for boys and girls on paper.	5. Pass out mimeo worksheets and have the students draw a line from clothing appropriate for school to boy or girl. Vocabulary: skirt, blouse, shirt, slacks, dress, shorts, shoes.	Worksheets from "Hand-Outs" section. pencils	

LESSON NO. 3

LEVEL: Primary

OBJECTIVES: To develop a sense for selecting appropriate clothing for dress and play activities.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to develop a sense of appropriate clothing for dress and play by: a. being able to name kinds of clothing for dress and play. b. being able to relate types of situations calling for dress or play clothes. c. demonstrating a knowledge of appropriate clothing for different occasions with actual clothing.	1. Discuss clothes worn for dressy occasions and clothes worn for play time. Use pictures of birthday parties and play scenes. a. discuss accessories b. elicit from students and write on the chalkboard life situations calling for dressy and play clothes 2. Make up situations for school, play and dressy clothes and have students dress the doll cut-outs accordingly. a. have students verbalize what they are doing as they dress the dolls. b. stress how to fasten, zip and tie c. stress right, left, top, bottom, front and back of clothing. 3. Have students contribute to an experience chart. 4. Have the students add pictures of clothing to their scrapbook under "Dressy Clothes" and "Play Clothes." Vocabulary: suit, tie, gloves, purse, jeans.	Pictures of birthday parties and play scenes, chalkboard, chalk Doll cut-outs from Lesson No. 2, clothing	DRESSY CLOTHES AND PLAY CLOTHES John wears his suit and tie to church. Mary wears her good pink dress to grandmother's house. She also wears gloves and carries a purse. We don't wear our school clothes to parties. Bob plays in his jeans and Sally plays in her old green dress.

LESSON NO. 4

LEVEL: Primary

SCOPE: To develop a sense for selecting appropriate seasonal clothing.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to develop a sense of appropriate clothing for weather and seasonal conditions by being able to identify and name clothing for a variety of weather conditions.	1. Review vocabulary words. Children are to fill in missing letters from words written on chalkboard and then read	Vocabulary words from Lesson No. 3, chalkboard, chalk.	CLOTHES FOR ALL KINDS OF WEATHER It is a cold and windy day.
	2. Discuss appropriate clothing for various weather conditions as they pertain to the seasons of the year. Write words on the board. a. use flannel board b. students should take turns putting flannel cut-outs of clothing in the proper square as it is discussed c. describe aritcles of clothing and call on students to find and remove it from the flannel board d. dress dolls in clothes for today's weather	Flannel board, flannel clothing cut-outs, doll cut-outs, clothes	Some of us wore hats and coats to school. Susan has a new pair of red mittens. We wear raincoats and boots in the rain. We wear jackets and scarfs when it is windy.
	3. Prepare an experience chart--read orally	Chart paper, pencil	We wear different clothes in different weather.
	4. Hand out worksheet. Circle the articles of clothing that match the weather conditions. Label using words on the board and put in scrapbook under "Clothes for all kinds of weather."	Worksheets from "Hand-Outs" section	

Vocabulary: sweater, jacket, coat, raincoat, boots umbrella, hat, swimming suit, scarf

LESSON NO. 5

LEVEL: Intermediate

SCOPE: To introduce unit on clothing.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to show an interest in the study of clothing by willingly taking part in the class activities.	1. Discuss what we can do to look nicer -- including neatness and clothing. 2. Divide the class into groups. Have each group develop a questionnaire to be given to friends and adults to see the different opinions on types of clothing to be worn. 3. Bring the class back together. Read all of the questions orally and formulate one questionnaire for distribution. Write each question on the chalkboard.	Pencils, paper Chalkboard, chalk	(List of what students want to get from the unit. Be sure that buying clothes, taking care of clothes, and having a neat appearance are all included.)
	4. Have students write experience chart. Vocabulary: clothes, wear.	Chart paper	The clothes we wear are important because we want to look nice. One way to look nice is to be sure that we are wearing clean clothes.

LESSON NO. 6

LEVEL: Intermediate

SCOPE: To develop a sense of "warm" and "cool" colors.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
1. To be able to state the primary colors.	1. Display color blocks of a. blue, red, yellow, orange, and green b. gray, brown and black Have each student describe what kind of a day this particular color reminds them of. When everyone has responded, group the colors according to "warm," "cool," and "neutral" (do not label as such).	Blocks painted red, blue, yellow, orange, green, gray, brown and black	Clothes have different colors. Some are brighter and warmer like red, yellow and orange. Some colors are duller and cooler like blue, green, and purple.
2. To be able to mix the primary colors to make a color chart.	2. Play parts of a record with many variations in tempo. Again ask what color various sections are (have them use crayons to mark down the colors) and then group as before.	Record player, record	Other colors are neutral like gray, black and white.
	3. Using color chart show "warm," "cool," and "neutral" colors and how their earlier responses showed that these make us feel different. Discuss what colors make people feel warmer and cooler.	Color chart	We can wear any color in any season but we do not feel as warm in cool colors.
	4. Use color chart to show the many variations in one color.		
	5. Allow the students to experiment with paints, etc., using primary colors, color variations, mixing primary colors at random to see what the results are, and make a color chart.	paints, brushes, paper, towels, soap.	
	6. Write an experience chart.	Chart paper, pencils	
	Vocabulary: colors, warmer, brighter, duller, cooler, neutral		

LESSON NO. 7

LEVEL: Intermediate

SCOPE: To explore the division of labor in producing clothes.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to understand that there is a division of labor in making a cotton dress and to show how division of labor works by being a part of the labor force in making a box.	1. Dramatize division of labor using *You and the Community*, page 59, activity No. 2. 2. Make a suggestion box for the room. a. first student blackens the cutting lines on the construction paper b. second student separates the basket and handle section c. third student cuts out both parts; passes handles to last person and basket to next in line d. fourth student folds the basket e. fifth student staples the sides together f. sixth student staples the handles in place g. next student writes "suggestions" on slip of paper h. last student is to glue this slip of paper on the box 3. Let's see how this division of labor works in making a cotton dress. Discuss where cotton comes from and how it is picked. Read pages 71-72 in *You and the Community* to find out the steps involved in making a dress. Discuss and list.	*You and the Community*, Chicago: Benefic Press, 1967 Construction paper, pen, scissors, staples, paper chalkboard	One kind of cloth used to make clothes is cotton. 1. The cotton is grown from a plant in a warm part of the country. 2. At the end of the summer the cotton ball opens. In the ball there are threads called fibers. Machines take apart the pods from the fibers. 3. The fibers are packed. 4. Next the fibers are shipped to a cotton mill. 5. Blowing machines clean the cotton while other machines straighten it. 6. The thread is woven and dyed. Sometimes pictures are put on the cloth.

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LESSON NO. 7 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	5. Write an experience chart. Vocabulary: cotton, threads, fibers, woven, dyed, sews	Chart paper, pencils	7. The cloth is rolled up and sent to a factory to make dresses. 8. A worker cuts out the pieces. 9. Another worker sews the top part of the dresses. 10. Another worker sews the bottom part of the dress. 11. Finally, other workers get the dress ready to be sent to the stores.

LESSON NO. 8

LEVEL: Advanced

SCOPE: To help children recognize different types of materials with regard to care, coordination and appropriateness for season and activity.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to demonstrate some knowledge about fabrics by identifying and choosing fabrics from a sample book that are coordinated and appropriate for a particular season or activity, and show some degree of individual taste or style.	1. Gather samples of fabric or fabric books from local department, dry good stores, or mail order houses.	Fabric samples, fabric books, sample patterns for making clothes.	As a class project, make pages of an experience chart showing a fabric. Example: Write a brief description of the 1. name of the fabric. 2. type of print 3. type of clothing (seasonal and activity) for which this fabric is appropriate. 4. care of fabric, etc. Students might also learn how to read a commercially pre-prepared pattern via the experience chart method. Example: familiarity with such terms as: salvage, seam allowance, dart, notch.
	2. Have pupils become familiar with the look and feel of various fabric patterns, as well as the season, occasion and types of clothing articles for which these fabrics would be appropriate.		
	3. Students can pick and choose the types of materials they would like for their wardrobes, taking into account preferences in style, color, and fabric.		
	4. Some students might enjoy designing or illustrating the clothes that they would make, choose to fit the fabric.	paper, pencils	
	5. This activity can provide opportunity for class discussion pertaining to types of fabrics, fabric care, coordination of patterns and materials.		
	6. Plan a field trip to a local store which uses fabrics. Students will get an idea of variety in fabric, design and price. They will view first hand how materials are measured, sold by yard and how cost is figured.		
	7. Have class prepare an experience chart	Chart paper	

LESSON NO. 8 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Vocabulary: cotton, nylon, rayon, silk, acetate, corduroy, velvet, flannel, jersey, wool, terry cloth, synthetic, plaid, stripe, gingham, checkered, paisley, dotted swiss, houndstooth, tweed, print, permanent press, dry clean, bleach, drip dry, machine washable, permanent pleated, wring dry, dye.		

LESSON NO. 9

LEVEL: Advanced

SCOPE: To help the children to choose a coordinated wardrobe using fabric or wallpaper samples as a basis for choice.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to choose coordinating designs, colors, and materials in planning outfits and wardrobes from samples found in wallpaper or fabric books.	1. Have students look through fabric samples and wallpaper pattern books. They are to choose fabrics and patterns that are coordinated and that reflect individual style and taste. Example: *Coordinate a blouse and jumper.* *Coordinate pants and a sport jacket.* *Coordinate a coat and dress combination.* 2. Discuss with pupils some basic principles in clothes coordinations. Examples: *Mixing of different designs, plaids, stripes, dotted fabrics is usually not in good taste.* *Certain fabrics may be mixed and matched, such as, cotton blouse and wool jumper. Other fabrics do not coordinate well, such as dressy silk or nylon net with corduroy. A dressy dress and sneakers, slacks and high heels, hat and gloves with a sports outfit.* 3. Have pupils learn some basic principles about style and specific articles of clothing. Examples: *Look for styles that are complimentary for you and your build.*	Fabric samples, wallpaper sample books, paper models or cut-outs of both male and female, sample miniature patterns (optional)	Students may want to make a class scrapbook showing and labeling different designs, types of fabric, etc. The students could each contribute a page showing an outfit they planned for themselves using the fabric wallpaper samples.

LESSON NO. 9 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	4. Pupils can demonstrate and utilize what they have learned by planning and making outfits for male and female paper cut-outs to serve as models.		

LESSON NO. 10

LEVEL: Advanced

SCOPE: To teach students how to care for and maintain their clothing through classroom experimentation.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to learn how to care for clothing through active participation in classroom experiments involving dyeing, washing, ironing and cleaning fabrics.	1. Set up experimentation facilities and encourage students to discover what happens to materials when they are exposed to a variety of conditions. Students are encouraged to share their findings and see if they can make any generalizations about fabrics and their care. Some examples of experimental situations might be: a. reaction of different fabrics to washing and ironing temperatures. Examples: *cotton, synthetics, colored fabrics, permanent press, wool* b. what materials can be washed by machine, hand washed, dry cleaned c. how to bleach or dye various fabrics d. methods of stain removal. See chart in "Hand-Outs" section. 2. Plan field trips to places that can provide first hand experiences in the care and maintenance of clothing. Examples: professional laundry, dry cleaning establishment coin-operated laundry/dry cleaning establishment	Fabrics, plastic basins, water, detergents, bleach and dye, washer/dryer if possible Try to use homemaking room facilities, iron and board, stain producing agents: cosmetics grease ink shoe polish, stain solvents	Pupils should share the "discoveries" they make from experimenting and these can be jotted down on the experience chart for class discussion.

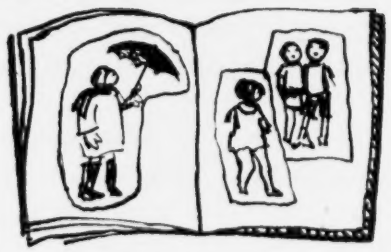
LESSON NO. 11

LEVEL: Advanced

SCOPE: To teach students to be able to choose appropriate clothing to meet seasonal occasions or activity needs.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to show that they can select an appropriate outfit for a special season or occasion by cutting out magazine pictures of appropriate clothing.	1. Present teacher-prepared pictures to class of people in different types of clothing. This is to serve as a motivational device. Examples: *workman* *spaceman* *maternity* *evening gown* *swim suit* *rainwear*	Teacher-prepared pictures of people in different types of clothing	1. Write down some articles of clothing and when, where or why people wear them. 2. Make up stories describing the clothes you would wear for a particular activity. Example: *trip to moon* 3. Page of scrapbook can be written by class as a joint experience chart.
	2. Discuss with class the reasons for wearing different types of clothing. Examples: *weather, type of work or play* *protection, style, occasion (confirmation or party* *comfort, conformity*		
	3. Allow pupils to look through magazines, documents , and cut out articles of clothing or complete outfits that would be appropriate for a particular season--winter, spring; type of weather--rainstorm, blizzard, heat wave; occasion--party, church, picnic; activity--swimming, playing baseball, going shopping.	Magazines, catalogs, scissors, scrapbook paper, glue, marking pens	
	4. Pupils can describe their outfit and tell or write a story about when and why they would wear it: these pictures and stories can be shared with the class.	Pencils, paper	
	5. Students can combine their efforts and compile "What To Wear Booklets." These can be individual or class activities.		

LESSON NO. 11 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Examples: 		
	6. Student efforts can be used as bulletin board or room displays.		

LESSON NO. 12 **LEVEL:** Advanced

SCOPE: To enable students to plan a complete seasonal wardrobe within a prescribed budget.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to choose articles of clothing from pictures in magazines or catalogs for a seasonal wardrobe kept within a $100.00 budget limit.	1. Discuss with class articles of clothing that might be needed for a spring wardrobe. Examples: *shoes* — *lightweight jacket* *jacket* — *cap* *socks* — *underwear* *3 shirts* — *2 pair of pants, etc.*	Sample articles of clothing to categorize as seasonal, school, dressy, church, play	1. Write down articles of clothing that might be needed for a season, occasion, or type of activity. 2. Demonstrate methods of keeping a budget. Example: Gradual subtraction from total sum Rounding off Making estimations Label articles of clothing cut out. Possibly describe function
	2. Have the pupils assume that they are given a budget of $100.00 with which they must purchase this wardrobe. They are to look through magazines and catalogs, choose and cut out the items they want for their wardrobe, add up the cost, and try to plan a complete a functional wardrobe within their budget.	Magazines, newspapers, catalogs, paper, writing materials for figuring out budgeting, scissors, paste	
	3. Discuss the selected wardrobes in terms of completeness, practability, style, and cost.		
	4. A follow-up activity might involve having the class work in four teams, each team planning and budgeting a wardrobe for a specific season. (Additional allowance should be given for winter wardrobe--coat, woolens, etc.)		

AUXILIARY ACTIVITIES

Resource People

Cleaner's Personnel
Clothier
Seamstress
Sewing Machine Salesman

Other

_____ _____
_____ _____

Field Trips

Cleaning Plant
Clothing Store
Fabric Shop
Laundromat
Shoe Store

Other

_____ _____
_____ _____

Bulletin Board Displaying

Clothing selections for various types of figures
Fads, styles, colors, fabrics
Clothing accessories
Clothing for protection from the weather
Different types of work clothes, uniforms
Where fabric comes from
Points to consider when buying clothes
Points to consider when caring for clothes

Other

_____ _____
_____ _____

Demonstrations

Removing spots
Repairing clothing
Sewing buttons
Selecting proper clothing
Sewing machine maintenance
Selecting accessories
Laundering
Dry cleaning procedures
Heming
Dying
Ironing, pressing
Sewing
Making soap
Selecting color combinations
Storing garmets

Other

_____ _____

_____ _____

Discussions

How to purchase clothing wisely

How we can dress more attractively

The steps involved in laundering

How to operate a laundry/dry cleaning plant

The different clothing worn by girls and boys

Other

_____ _____

_____ _____

Bibliography

Primary

Munar, Bruno, **Zoo.** World Publishing Company

Intermediate

Hanson, Margaret J., **The care we give our clothes.** Austin, Texas: Steck-Vaughn Company, 1966.
Five chapters, each introduced with clothing problems involving a family named Ford. Solutions or suggestions are provided in concise instructions with illustrations which can be easily followed. The last chapter suggest built-in features for closets which can be easily and inexpensively constructed.

3-M Brand Printed Originals for Making Overhead Projection Transparencies
Basic Sewing—Part I, Part II, Aikman

Advanced

Butman, Grace A., **New fabrics, new clothes and you.** Austin, Texas: Steck-Vaughn Company, 1966.
Ten chapters. Illustrates explanations. Words might be confusing are defined. Suggests methods of recording and filing tags and information on clothing as well as fabrics purchased for home sewing.

Clothing repairs, Home and Garden Bulletin No. 107, U.S. Department of Agriculture.
"You may not enjoy repairing clothes, but it does pay off in better appearance and savings for the whole family. Now as always, the stitch-in-time means fewer clothing replacements and more money for other needs . . . '" This quote from the bulletin makes it a good choice to use in a course designed to improve home life through minimizing money problems.

Hartley, E. Twyla, **Snip, clip and stitch.** Chicago: Follett Publishing Company, 1965.
The worktext 8½" x 11" in size, pertains to a pupil's program for clothing construction. Instruction in the suitable vocabulary, sewing equipment, sewing notions, miniature patterns and self-help instructions, gift ideas, learning about cotton materials, and guides for the use of commercial patterns is given. Designed as a homemaking course for educable retarded girls.

Jupo, Frank, **Nothing to wear but clothes.** N. Y.: Franklin Watts, Inc., 1967.
The illustrations and brevity of paragraph and book length will make this appealing to the educable retarded students. Some assistance may be needed with vocabulary. Content is a brief history of clothing and how various fashions evolved.

Pitt, Valerie, **Let's find out about clothes.** N. Y.: Franklin Watts, Inc. 1967
This publication is a small, cleverly illustrated book with simple paragraphs on the reasons for wearing clothes, sources of clothing materials, appropriateness of clothing articles and the use of patterns as necessary for clothing construction. This book is short and appropriate for senior high or advanced level educable retarded strudents, although they may need assistance with some of the vocabularly.

Sew-Along, (A series of leaflets CI-85I A through M), Iowa State University, Cooperative Extension Service, Ames, Iowa 1967.
Leaflets are notebook size and might be appreciated after the girls have learned through demonstration and practice each of the steps. Some leaflets would not need much classwork.

Starks, Johnetta, **Measure cut and sew.** N. Y.: Holt, Rinehart and Winston, Inc., 1966.
Part of the First Series of the Holt Basic Education Program, this paperback book is a step by step guide to sewing. Alterations, materials, skirts, blouses, dresses, and commercial patterns are some of the topics covered. Test questions for each of the sections are presented. Illustrations are included, where appropriate.

FILMS AND FILMSTRIPS

Primary

THE CLOTHES WE WEAR 11 MIN.

Animal, plant, and synthetic fibers—primitive thread-spinning and weaving contrasted with modern methods of cloth-making—abundance and value of our clothes. (Churchill-Wexler 1955)

GEORGE'S NEW SUIT 10 min. color

Tells where clothing materials come from—how they are processed, and how they are made into garments—labor and skills of many persons are required to produce any item of clothing. (Coroney 1954)

MAKING COTTON CLOTHING 11 min.

Designing and pressing children's cotton dresses—packing garmets in a a modern mass production garment factory—hand methods contrasted with quantity production. (E.B.F. 1946)

YOU AND YOUR CLOTHES 41 Fr. color

Suitable types of clothing to wear in various kinds of weather—proper care of clothing between wearings. (Young America Films 1946)

Intermediate

COTTON PICKING AND GINNING 11 min.

Cotton fields in full burst—hand and machine picking—ginning—classing cotton according to staple and grade—baling and shipping cotton for foreign and domestic mills. (Walt Disney Productions 1948)

ELEMENTS OF ART -COLOR 37 Fr. color

Primary, secondary, and complementary colors—shades, tints, tones, and contrast. (Curriculum Films, Inc. 1947)

Advanced

MC CALL'S EASY SEWING FILMSTRIPS (McCall's Sewing Filmstrip Service)

Historical Highlights and Contemporary Clothes
Starting From Scratch
Construction Ahead
The Inside Story
Sew into Spring
Essential Extras
Priceless Perfection
How to use the Buttonholer
Fashions in Cotton

THE 90% OF YOU! (The Why and How of Dressing Right) 62 Fr. color

The importance of proper clothes for men—getting a job and getting ahead on the job. (American Institute of Men's and Boys' Wear 1960)

TOOLS FOR SEWING 37 Fr.

Stresses the importance of knowing the function and use of the basic sewing tools. (Young America Films 1951)

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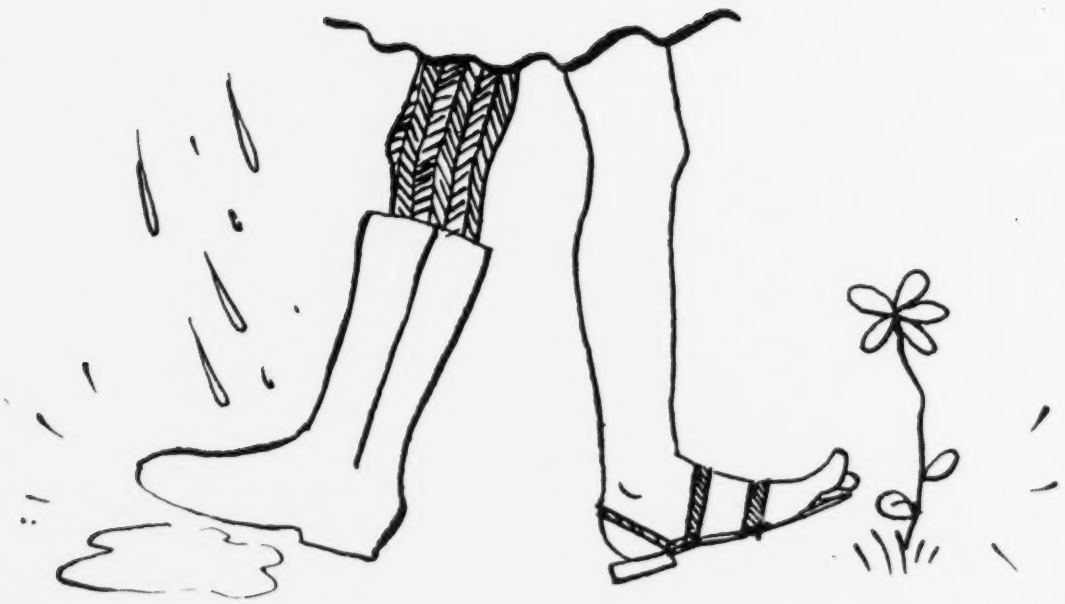
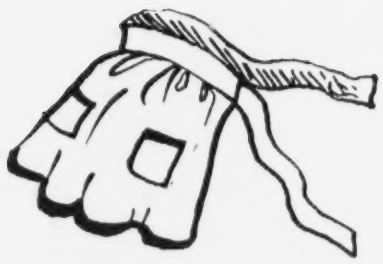
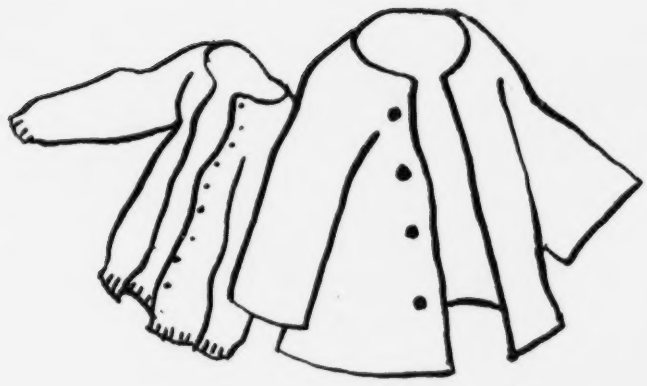
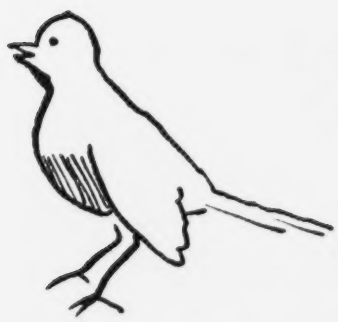
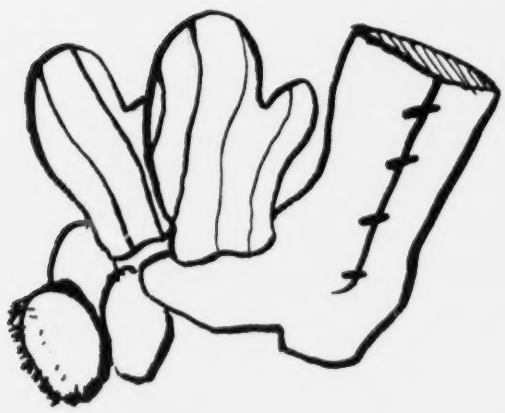


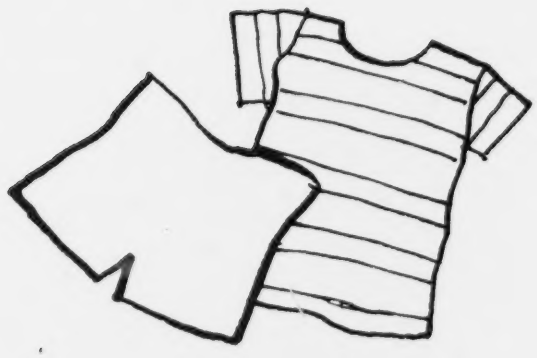
Hand-outs











TYPE OF STAIN	WHITE COTTONS AND LINEN	OTHER WASHABLE FABRICS
Adhesive Tape and Chewing Gum	Soak in very cold water or apply ice. Scrape off as much gummy material as possible. Sponge with Amway Remove. Launder in hot water and Amway S-A-8.	Same as white cotton. Select water temperature to suite type fabric. Do not use a cleaning fluid containing trichlorethylene on Arnel or Kodel.
Alcholic Beverages, Catsup, Cocoa, Egg, Food Coloring, Fruit, Milk, Perfume, Soft Drinks.	Immediately sponge stain or soak in cold water for 30 minutes or longer. Rub Amway L.O.C. into any remaining stain; rinse. If stain remains use Amway Bleach or sodium perborate bleach or hydrogen peroxide. Wash with S-A-8 and hot water.	Same as white cottons. If color fastness is questionable do not use Amway Bleach. Launder with S-A-8 at proper water temperature.
Blood	Soak in cold running water. Rub L.O.C. into remaining stain, then rinse. If stain remains use a few drops of ammonia on the stain; repeat treatment with L.O.C. Rinse. If stain persists use Amway Bleach; if it still persists try hydrogen peroxide. Launder with S-A-8 and hot water.	Same as white cottons. If color fastness is a question use hydrogen peroxide instead of ammonia.
Candlewax	Rub stain with ice then gently scrape. Take two white blotters or several layers of facial tissue, then press with warm iron to remove remaining stain. Pour boiling water through spot.	Same as white cottons. Do not use boiling water, or a cleaning fluid containing trichlorethylene or Arnel or Kodel.
Chocolate Candy and Syrup, also cream and ice creams, gravy and meat juices, mayonnaise and salad dressings	Soak in cold water for 30 minutes or longer, or sponge with cold water. Rub L.O.C. into remaining stain; rinse and dry. Repeat if necessary. Use bleach to remove remaining stain or if stain persists, try hydrogen peroxide. Rinse well.	Same as white cottons. Check color fastness if questionable. Do. not use bleach or cleaning fluids containing trichlorethlyene on Arnel or Kodel.
Coffee and Tea, Black, with cream	Same as Alcoholic Beverages. If fabric is safe, pour boiling water through spot from a l to 3 foot height. Same as Chocolate Candy and Syrup.	Same as Alcoholic Beverages. Same as Chocolate Candy and Syrup.
Carbon Paper, Regular Also, Pencil Marks, Ditto, Indelible Pencil Marks	Dampen stain. Rub in L.O.C. then rinse well. If stain does not come out use a few drops of ammonia on the stain and repeat treatment with L.O.C. Rinse well. Repeat if necessary Sponge with alcohl. If stain persists rub L.O.C. into moistened stain. Wash and rinse well. If needed use Amway Bleach and if stain persists then try hydrogen peroxide. Rinse well	Same treatment as whites. If color fastness is questionable, use hydrogen peroxide instead of ammonia. Same as white cottons, only dilute alcohol with 2 parts water if used on acetate. If color fastness is a question don't use bleach.
Cosmetics, eye shadow, lipstick, liquid makeup, mascara, powder, rouge	Use L.O.C. on dampened stain. Rub briskly until outline of stain is gone. Repeat. Try drying between treatments. As alternative treatment use Amway Remove. Follow by laundering with S-A-8 and hot water	Same as white cottons, only launder with S-A-8 at proper water temperature for fabric. Do not use a cleaning fluid containing trichlorethylene on Arnel or Kodel.
Crayon	Same as Cosmetics.	Same as Cosmetics.
Dyes and Color Running	Refer to Alcoholic Beverages. Use bleach or Amway Remove. Try soaking in L.O.C. for a period of time.	Same Alcoholic Beverages.
Fingernail Polish	Sponge stain with nail polish remover, or lacquer thinner. Wash in S-A-8. For persistant stains use rubbing alcohol after adding a few drops of ammonia, then launder in regular way.	Same as white cottons but do not use nail polish remover on acetate, Arnel, Dynel and Verel—use lacquer thinner. Wash in warm water.

TYPE OF STAIN	WHITE COTTONS AND LINEN	OTHER WASHABLE FABRICS
Grass, Flower and Foliage	First rub L.O.C. into dampened stain. Rinse and sponge with alcohol. If stain does not come out use bleach or Amway Remove. If stain persists, try hydrogen peroxide.	Same as white cottons. Check for fastness. If fabric is chlorine retentive do not use bleach. Alcohol should be diluted with two parts water, when used on acetate.
Grease and Car Grease, Butter & Shortening, Oils, Oily Medicines	First try regular washing with S-A-8 or rubbing with L.O.C. For persistant stains us Amway Remove. Dry and repeat if necessary. If yellow stain remains, use bleach. If stain persists, try hydrogen peroxide. Rinse well.	Same as white cottons. On questionable fastness fabrics do not use Amway Bleach.
Inks, Ballpoint	If stain is fresh sponge repeatedly with nail polish remover or banana oil. Old stains may require bleach or hydrogen peroxide. Rinse thoroughly	Same as white cottons, If fabric is not color fast or is chlorine retentive do not use bleach. Do not use acetone on acetate, Arnel, Dynel and Verel.
Iodine, Mercurochrome	Make a warm solution of S-A-8. Add four tablespoons of ammonia to each quart of water. Thoroughly rinse.	Same as white cottons.
Mildew	Wash in a hot S-A-8 solution. Then moisten with lemon juice and salt and dry in sun. On old stains use bleach or hydrogen peroxide. Rinse well.	Same as white cottons except use lower water temperature.
Milk	Same as Alcoholic Beverages.	Same as Alcoholic Beverages.
Mustard	Rub L.O.C. into stain after dampening; rinse. If stain does not come out soak in hot L.O.C. solution for several hours. Use bleach; if stain persists try hydrogen peroxide. Then rinse well.	Use warm water instead of hot Do not use bleach or chlorine retentive or non-color-fast fabrics.
Paint and Varnish	On fresh stains, rub S-A-8 or L.O.C. into dampened stain and wash. Repeat. On dried stains or if stain is partially removed after washing, sponge with turpentine. Amway Remove may be more effective on aluminum paint stains. While the stain is still wet with Amway Remove, work S-A-8 into it, put the fabric in hot water for an overnight soaking. Follow with a thorough S-A-8 laundering. Repeat if necessary.	Same as white cottons.
Perfume	See Alcoholic Beverages.	See Alcoholic Beverages
Perspiration	Use S-A-8 and hot water. Restore discolored fabrics by sponging fresh stains with ammonia, or vinger on old stains. Yellow discoloration may be removed with bleach. Rinse thoroughly, then launder in hot water and S-A-8. Rinse in Amway Fabric-Softener-Brightener solution as per label directions.	Select proper water temperature then launder as white cottons. Do not use bleach on fabrics not color fast.
Rust and Iron Stains	Use Amway Rust Stain Remover according to label directions. Rinse thoroughly. Repeat if necessary. Rinse in Amway Fabric-Softener-Brightener solution as per label directions.	Same. Do not boil.
Scorch	On undamaged fabric wash with S-A-8. If unsussessful follow Alcoholic Beverage directions. Cover heavy scorches with cloth dampened with hydrogen peroxide Rinse well in clear water, then in solution of Amway Fabric-Softener-Brightener as per label instructions.	Follow directions for Alcoholic Beverages on scorches which do not wash out. Use peroxide method on wool.
Shoe Polish	See directions for Cosmetics. If needed use bleach or hydrogen peroxide. Rinse well.	Same as white cottons, only use warm water. Do not use bleach on chlorine retentive or fabrics not color fast.
Urine	Follow Alcoholic Beverage instructions. In case of fabric color change, sponge with ammonia or vinegar. Be sure to rinse well.	Same as Alcoholic Beverages. If change of fabric color moisten with ammonia or vinegar and rinse well.
Yellowing from Chlorine Bleach reacting with iron in water	Soak in Amway Rust Stain Remover according to directions. Rinse in clear water, then rinse in solution of Amway Fabric-Softener-Brightener according to label directions.	Same as for white cottons. Check for color fastness on colored fabrics

WEEKLY CARE OF CLOTHES

PLAN:

How should I take care of my clothes?

Which things will I do weekly?

How often should I wash clothes?

How often should I iron clothes?

Which ones need cleaning?

If I make a record in a little notebook I can remind myself what I should do.

Do I have the sewing supplies I need?

If I have a list to remind me I can be sure I have what I need.

This is my list:

_____

_____

_____

_____

_____

_____

WHAT TO DO WITH MY CLOTHES WHEN THE SEASONS CHANGE

My winter clothes (moths, silverfish, etc.)

_____

_____

_____

My summer clothes

_____

_____

_____

Closet hints

_____

_____

_____

Changing the looks of my clothes:

Hemming

Measuring

Sewing

Iron-on seam binding

Trimming a sweater to match skirt

Child Care

RATIONALE

It is important for educable mentally retarded students to be familiar with those basic aspects of child care that might relate to future employment or to being a parent.

Because most educable mentally retarded students marry and become parents, they must be aware of, and comfortable with, meeting the physical and emotional needs of children. These needs might include general health care, safety measures, adequate nutrition, proper medical attention, as well as provisions for a consistent and secure emotional environment.

In relating this information to the students, the teacher must examine the area of child care in practical terms. She must involve and motivate both male and female students by making them cognizant of the many job opportunities open to both men and women that would require some knowledge and understanding of child care. For example: professional babysitting, male and female nursing aides, and food preparation or general maintenance in schools, care centers and clinics.

The cooperative role of mother and father in child rearing must be brought out in discussing child care in the home. The teacher should attempt to dispel strong feelings of mother's role versus father's role in child rearing by illustrating how joint effort results in greater efficiency as well as providing a healthier emotional climate for both parents and children. As an example, some parents work opposite shifts in order to maintain financial security for the family. If mother works from 3:00 P.M. to 10:00 P.M., she cannot assume all the responsibilities of child rearing independently. Father is expected to pitch in with food preparation, bathing, diapering and bedding down the children for the sake of the family as a unit and there is *nothing* effeminate or unmasculine about performing these tasks.

It is the responsibility of the teacher in her child rearing curriculum to point out where there are indications of sickness or trouble as well as rational procedures to follow in an emergency situation involving children. Although the educable student may be neither willing nor able to cope with such situations, they can be made aware of *what* to look for and where to turn for help.

Child care is an area which will, directly or indirectly, involve most educable mentally retarded students. If they feel comfortable with children, are aware of ways of caring for their needs, are given an opportunity to work and play with them for better understanding, chances are they will assume the responsibilities of child care in employment or parenthood with greater efficiency and enjoyment.

SUB-UNITS

Babysitting
Child Development
Clothing Children
Diseases and Illnesses
Emergencies
Feeding Children
Pets and Children
Play Activities
Pregnancy
Safety with Children
Teaching Children
Toys

Other

_____ _____

_____ _____

SUGGESTED OBJECTIVES--EDUCABLE

Primary

TO BE ABLE TO . . .

. . . tolerate some incapabilities in younger children.

. . . assist in caring for less capable children.

. . . relate some experiences with babysitting.

. . . care for pets in preparation of child care responsibilities.

Intermediate

TO BE ABLE TO . . .

. . . understand that younger children need supervision, help, and protection.

. . . become aware of what to do in certain emergencies.

. . . assist in taking care of younger children when parent is busy.

. . . accept the responsibility of taking care of children.

. . . know what are the important points to remember when babysitting.

Advanced

TO BE ABLE TO . . .

. . . use health services in case of emergency.

. . . recognize some emotional needs of younger children.

. . . understand the responsibilities of babysitting.

. . . take care of a baby.

. . . know what to do in an emergency.

. . . understand the importance of pre-natal care.

. . . understand the family's relationship to the community.

. . . get medical advice for younger children.

. . . know the importance of teaching values to children.

. . . perform effectively necessary child care.

. . . understand the responsibilities of parenthood.

CORE ACTIVITIES

Arithmetic Activities

1. Measure and weigh children. Make an experience chart. Have the class decide who is the tallest, shortest, heaviest and lightest.
2. Display the various parts of the body and have students indicate the number of parts they can identify.
3. Have the class chart babysitting hours, amount charged and total amount earned weekly, and/or monthly.
4. Have worksheets of clocks with only the numerals on the face. Have the children draw in the hands for:
    a. time to wake up
    b. time to eat
    c. time for the baby to take a nap
    d. time the babysitter arrives
    e. time to go to sleep
5. Chart the birthdays of the class on a calendar. Have the class decide whose birthday comes first in the calendar year.
6. Have the students accept responsibilities within a school setting for the care and well-being of younger children. The students can work for a small fee or special points.

Social Activities

1. Have the students chart what they do when caring for a less capable or younger child.
2. The students can draw pictures of the games they play when entertaining less capable children. These can then be displayed in the classroom.
3. Have pets in the classroom to give students first-hand experience in handling and caring for living things.
4. Students can discuss ways of entertaining children during babysitting.

Communication Activities

1. Write an invitation to a doctor asking him to visit your class. Afterwards a thank-you note should be written.

2. Make a list of all the questions the class would like to ask of their visitor before he/she arrives.

3. Have the class bring in songs, nursery rhymes and poems that they can read to younger children.

4. A demonstration can be given on the proper way to hold a baby; how to pick the baby up and lay it down.

5. Discuss some of the things parents do for their children.

6. Role-play a situation where questions by a less capable child must be answered.

Safety Activities

1. Make an experience chart on what should be done in case of emergencies: baby swallows something, falls on his head, or cuts himself.

2. Have a discussion on what and how to keep things out of baby's reach; i.e., pins, soaps, drugs, small items, broken toys.

3. On a bulletin board display the "do's" and "don'ts" for safety with children.

4. Have the students make small containers for dangerous articles.

5. Discuss and compose checklists that should be completed when babysitting.

Health Activities

1. List the proper diet a young baby needs; i.e., milk, juice, cereal.

2. Have a discussion of the importance of keeping a clean room or house for a baby.

3. Show a movie on the proper way of caring for a young child; bathing, cleaning, feeding.

4. Discuss requirements for providing good health care for pets.

Vocational Activities

1. Have each child list his responsibilities to younger children in the family.

2. Discuss the good and bad responsibilities of babysitting.

3. A budget can be made on how to spend and save babysitting money.

4. A list of jobs that needs to be done in caring for pets in the classroom can be compiled. Have the students take daily and/or weekly turns volunteering for responsibilities.

VOCABULARY

Primary

brother
care
clean
family
father
feed
mother
pets
sister

Intermediate

activities
aides
assistants
babysitting
bathing
checklist
diapering
dressing
entertainment
feeding
games
helpers
host
hostesses
information
monitors

Advanced

appearance
behavior
choking
development
emergency
habits
injury
procedures
response
temperature
vomiting

LESSON NO. 1

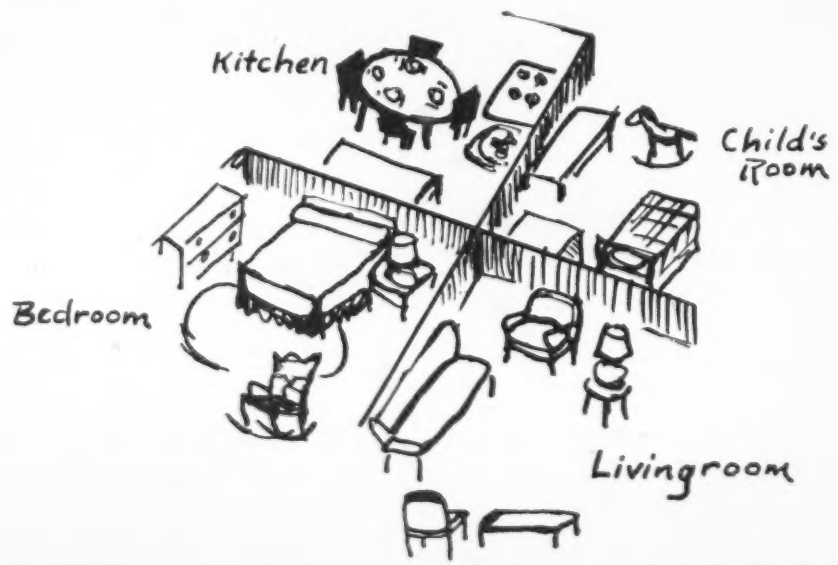
LEVEL: Primary

SCOPE: To give students experience in caring for living things by having and caring for pets in the classroom as part of the curriculum.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to participate in the care, feeding, and cleaning of classroom pets and to show by their actions that they are learning to care for living things.	Have pets in the room to give students first hand opportunities in handling and caring for living things. Some discussion should be carried on about the requirements for providing good health care for pets and major points noted on an experience chart on the chalkboard. All students who feel comfortable with caring for the pets should have some opportunity for involvement. For those who are leery or fearful of animals, all participation should be voluntary. A list of jobs pertaining to the pets and their care can be compiled and students can take daily or weekly turns volunteering for certain responsibilities. Vocabulary: pets, care, feed, clean	Suggested pets: guinea pigs mice gerbils rabbits fish turtles chicks ducks terrarium animals birds Chalkboard, chalk Equipment: cages food and water containers newspaper broom and dust pan appropriate food cleaning aids exercizer toys	List some points about care of pets as part of a class discussion. Go over and list some special rules that pertain to the specific pets you have in the room. Example: fish 1. Feed scant amount about every other day. 2. Never use soap to clean out a fish bowl.

LESSON NO. 2 **LEVEL:** Primary

SCOPE: To have young children role play family and home situations for enjoyment and incidental learning.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to role-play familiar roles and activities observed within the home situation using dolls, adult clothes, a "home" corner designed for this purpose and placed in the classroom.	Because young children learn by doing, they should be permitted to dramatize and role-play with freedom and informality. The teacher's responsibility should be to provide the necessary equipment, time to participate in these activities, and guidance and direction when this is required. Encourage boys to actively participate. Most boys do enjoy this type of dramatic play but might be reluctant to join in if they are made to feel that it is inappropriate. Illustration for Home Role Playing Section  	Dolls (male & female), doll clothes, baby carriage, baby bottles, bath, crib (play), old adult clothes. Example: *hats, high heels, purses, brief case, ties.* <u>Kitchen Play Equipment</u> Play stove, refrigerator, sink and cabinet combination, pots and pans, tea service, cooking utensils, cleaned food cans and packages with labels still on. <u>Living Room Equipment</u> Chairs, davenport, lamp, radio	Experiences of the children while partaking in dramatic activities can be recorded on experience charts.

LESSON NO. 2

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Vocabulary: family, mother, father, brother sister	Bedroom Bed that could be made with sheets, bedspread, mirror, dresser. Special Maintenance Equipment Broom, mop, towels, dust cloth, dust pan and brush, SAFE cleaning materials, water, baby oil.	

LESSON NO. 3

LEVEL: Intermediate

SCOPE: To have students compile a check list of information that might be helpful when babysitting.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to jointly compile a list of useful facts, information and guiding principles to apply during babysitting.	Discuss the types of information that would be useful and necessary to have during babysitting. This information is written down on an experience chart and later duplicated on mimeograph paper so each student can have a copy (copies). Example: Babysitting Check List *Know before accepting job -- names of children hours* *-- ages of children fee* *-- address of job* *Know while performing job -- phone number to reach parents* *-- other important numbers:* *fire hospital* *police ambulance* *-- in emergency, dial "0" and relay message* Personal Check List *1. Do your parents know where you'll be and how to reach you?* *2. Do you have a safe means of transportation to and from your job?* *3. Do you know where to find things you might need? Example:* *bottles changes of clothing location of phone* *nipples location of bathroom food for children and self* *diapers*	Chart paper, markers, duplicated sheets for students	Write down pupil suggestions for babysitting checklist. Go over suggestions with the class and compile good ideas into a "Check List Sheet" for the students to keep.

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LESSON NO. 3 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART

4. Do you know the rules of the house?

Example: bedtime — lights on or off at bedtime
T.V. privilege — food allowed during evening

5. Are you aware of safety precautions:

Example: Is the door locked (extra key location if automatic locking)?

Are stove burners off?

Do you know where bandages and other first aid equipment are kept?

Do you know where all the safe exits are in case of fire?

Vocabulary: babysitting, check list, information.

LESSON NO. 4

LEVEL: Intermediate

SCOPE: To provide students with a selection of materials or ideas for materials and devices that may be useful in babysitting (follow-up of previous lesson).

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to discuss and collect or make materials that can be put into a packet and brought along to entertain children during babysitting jobs.	Have students discuss ways of entertaining young children during babysitting assignments. Encourage pupils to make suggestions and jointly collect or make games and materials that they can bring along on their babysitting assignments to entertain younger children.	Materials for making various games, books to be put into the surprise bag.	Compile a list of suggested games or materials. Give some suggestions of equipment for various age levels.

Some Suggestions

ball
tic, tac, toe
small trucks, cars
miniature checkers
doll and wardrobe
jump rope
follow the dots
small puzzles
colored paper
beads or spools
jacks and ball
bubble blowing equipment
small top
balloons
crayons
story book
drawing paper
decks of cards, etc.
glue

Vocabulary: entertainment, games, activities.

LESSON NO. 5 **LEVEL:** Intermediate

SCOPE: To give older students some responsibility within a school setting for the care and well-being of younger children.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to help with younger children and their care in the capacity of bus monitors, playground aides and storytellers.	Speak with people within the school or local community to find opportunities for special education pupils to work with, or for, the benefit of young children. Some suggested ways in which the services of the educable mentally retarded would be useful are: *playground aides* *storytelling in younger grades* *rest period monitors* *snack time host, hostesses or helpers* *babysitting for short periods* *lunchroom aides* *bus monitors* *indoor game assistants* *community action helpers: litter removal, Sunday School assistants* The pupils might work for a small fee, service points or special privileges (up to the discretion of the teacher). This sort of prevocational in-service teaching can be planned along lines of individual student interest. Vocabulary: aides, monitors, hostesses, host, helpers, assistants.	Any equipment to perform the job. Example: books, playground equipment, aprons, hair nets	Discuss with pupils the types of functions they might be willing or able to perform. These can be written down in experience chart form. A list of suggested jobs might be dittoed and a copy given to each pupil for reference. Sample Experience Chart Today we discussed jobs we would like to do in helping or caring for younger children. Alice said she would like to babysit. Marc would like to help with games during playground periods. Beverly said she would enjoy serving meals in the cafeteria.

LESSON NO. 6 **LEVEL:** Intermediate

SCOPE: To teach students some basic aspects of child care through the use of demonstrations.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to learn some basics of child care; such as bathing, diapering, feeding and dressing through watching demonstrations performed by resource personnel and then participating in the activity themselves.	1. Arrange a series of demonstration lessons in child care with resource people within the school or community. Example: *school nurse* *pediatrician* *hospital personnel:* *mothers* *teaching nurse* *people from baby-keep well or* *RN or LPN* *day care centers* 2. Some of the aspects of child care that can be emphasized are: *bathing* *dressing* *feeding* *diapering* 3. Whenever possible, use <u>real</u> babies for the demonstration. Use of pupil siblings is especially effective, since it gives the students a chance to "show-off" a bit and involves the parents in the school program. 4. Allow the students, in groups of 3 or 4, to practice what they have seen in demonstrations on dolls, using the equipment. 5. An attempt should be made to involve boys in this since they might be employed in jobs that require some knowledge of child care and can use this information in their roles as fathers. Vocabulary: bathing, feeding, dressing, diapering.	<u>Sample materials needed for demonstrations:</u> baby bath, soap, washcloth, towel, baby oil, powder, diapers, diaper pins, articles of infant clothing, bottles, material for making formula, jars of baby food, eating utensils, bibs, high chair or infant seat, small hand toys, rattles	The children can relate some of the important steps of the demonstration in chronological order and then write a brief summary of their own experience in performing the function.

LESSON NO. 7

LEVEL: Advanced

SCOPE: To introduce pupils to signs of trouble and emergency procedures to follow in child care.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to identify specific things to look for that might indicate trouble during child care as well as learning and dramatizing procedures to follow in emergency situations.	Educable mentally retarded students are usually capable of handling child care in routine situations. In the event of a problematic or emergency situation, the retardate might be unwilling or unable to function unless he has had specific instructions. 1. Bring up for discussion various problematic situations that might occur in caring for a child. These situations can be dramatized and a variety of methods for handling the specific situation discussed. Example: *Child getting a minor injury from a fall.* *Fights among neighborhood children.* *Jealousy or possessiveness about toys.* *Child refusing to go to bed.* 2. Give students some signs to look for that might indicate sickness in a child. Example: *Temperature. Does the child's forehead feel very hot?* *Change in Color. Does the child look blue or very white?* *Choking. Gasping for breath.* *Inability to rouse from sleep. Gasping for breath.* *Vomiting* *Swallowing, inhaling, or aspiration of foreign object.* 3. Emphasize the fact that unless the babysitter knows <u>exactly</u> what to do, it is better to do <u>nothing</u> and to seek immediate outside help.	Sample material or demonstrations that might be helpful in trouble. <u>Situations</u> Thermometer positions for fainting, choking, artificial respiration or mouth to mouth resustication, head position when vomiting.	Write down procedures to follow in certain emergency situations and discuss with students. Example: <u>Fainting</u> 1. Lie down in prone position. 2. Elevate feet. 3. Loosen clothing. 4. Put blanket under - over if cold. 5. Apply ice pack if cold.

LESSON NO. 7 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	Sources of Outside Help:		6. Inhale spirits of ammonia, etc.
	neighbors		7. If person seems hurt or has struck himself, don't move, but call for help.
	police or fire department		
	parent		
	doctor		
	local hospital		
	ambulance		
	telephone operator		
	Vocabulary: emergency, procedures, temperature, choking, vomiting, injury.		

LESSON NO. 8

LEVEL: Advanced

SCOPE: To have students observe younger children in order to gain better understanding of behavior and level of development.

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
To be able to observe children of various ages and levels of development in a controlled classroom situation and verbally state or write generalizations about their behavior and development.	Give students, over a three-week period, an opportunity to observe a child who visits the classroom for about one hour. Each visit should be made by a child of a different age. Example: *1st. week - 6 months old baby* *2nd. week - 2 year old toddler* *3rd. week - 4 year old pre-schooler* Using siblings of the students in the classroom takes away from the "artificality" of the situations and provides a natural opportunity for parental involvement. The classroom pupils interact with and observe the young children with regard to: *speech* — *self-help skills* *interests* — *physical appearance* *eating habits* — *motor coordination* *response to command: throwing ball, running, hopping, jumping, skipping.*	Variety of toys, food, paper, pencils.	Write down summary of observations immediately after child leaves (see sample chart on reverse side.

LESSON NO. 8 (Cont.)

INSTRUCTIONAL OBJECTIVES	ACTIVITIES	RESOURCE MATERIALS	EXPERIENCE CHART
	After the observation students work individually, in small groups, or as a class to summarize what they have observed. These are recorded on an experience chart.	Chart paper	
	When the activity is completed, have students discuss what they have observed in the 3 children as a basis for practical application in child care.		
	Example: *What kind of behavior to expect from a 2 year old.*		
	Types of toys or games that would be appropriate.		
	What they can do for themselves or what the parent is expected to do for them.		
	Follow up: Pupil, with cooperation of parent, visits a local home for a few hours and assumes all the child care responsibilities of one child under the parent's guidance and supervision. Experiences are noted, written down in diary form and shared with the class.		
	Vocabulary: behavior, development, habits, appearance, response.		

AUXILIARY ACTIVITIES

Resource People

Doctor
Infant
Representative of poison control center
Pre-School Teacher
Mother

Other

_____
_____
_____
_____

Field Trips

Children's ward of hospital
Clinic
Recreational facilities
Drug store
Nursery school
Doctor's office

Other

_____
_____
_____
_____

Bulletin Boards Displaying

Baby's bathing needs
Good and bad babysitting practices
Stages of human growth
Safety with children
Things children should be taught
Tips for babysitting
Ways children can help one another

Other

_____
_____
_____
_____

Demonstrations

Placing an emergency phone call
Caring of the new baby
Playing games and activities
Illustrating the proper way to pin on a diaper
Making simple toys
Caring of the sick child
Handling emergencies

Other

_____
_____
_____
_____

Discussions

Child development problems

Materials for reading stories

Assisting younger children with dressing eating, drinking and washing

Proper procedure for putting a child to bed, bathing, dressing

Why tasks are easier for some children

How to change a diaper

Unusual experiences when babysitting or taking care of sisters or brothers

Contacting sources of help with children; social service agencies, clinics, etc.

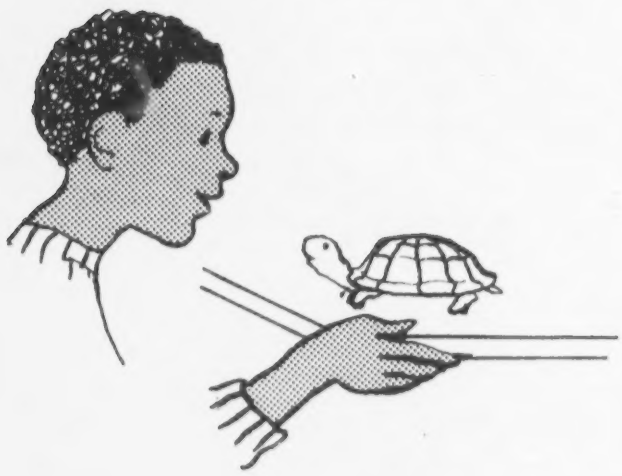
Other

_____

_____

_____

_____



Bibliography

Primary

Knoche, Norma R. and M. V. Jones, **What do mothers do?** Racine, Wisc.: Whitman Publishing Company, 1966.

This is an ideal animal picture book for the very small child. Mother animals teach baby animals safety, saving, sharing, and many other activities in large illustrations on each page. The slightly older child appreciates the accompanying smaller illustrations of mother and child sharing activities.

Little Brother, Brunet, Princeton, N. J.: Creative Playthings.

A 21" vinyl baby doll, with anatomically correct male sex features. Doll has "rooted" hair and wears a cotton shirt, diaper and snap-on rubber pants. It can be used in teaching home and family living, prenatal training, sex education, babysitting activities, etc.

Intermediate

Agree, Rose H., **How to eat a poem and other morsels.** N. Y.: Selected by Pantheon Books. Random House, Inc., 1967.

A just-for-fun poem book. See "The Toaster" or "Mouths" and of course the poem from which the title was chosen.

Sitting Safely, Fremont, Michigan: Gerber Products.

You're in charge, School and College Division, National Safety Council, Chicago.

Advanced

Brisbane, Holly E. and Dr. A. P. Ricker, **The developing child.** Peoria, Ill.: Charles Bennett Co., 1965.

No one who likes children could resist the photographs. A child care unit and worthwhile discussion could be stimulated by use of the photography alone.

Just for teens—two guidebooks in one. Sitting—Beauty, Neenah, Wisc.: Educational Department, Kimberly Clark Corporation.

Because of rather unusual features, this booklet will appeal to teenagers. Half is devoted to beauty care and half to babysitting. It folds into compact size.

Kraft, Ivor, **When teenagers take care of children.** Children's Bureau Publication No. 409-1964, of Public Health Service Publication No. 1179.

Listed as the Official Guide for Baby Sitters. This guide is a joint effort by Children's Bureau and the Division of Accident Prevention, Public Health Service, Department of Health, Education and Welfare. This small book covers areas related to babysitting quite thoroughly and practically. The reading level is too advanced for most educable retardates although the content is of importance to them. However this book may well be used as a guide for such instruction.

Riehl, Luise, **Family nursing and child care.** Peoria, Ill.: Charles Bennett Co., 1966.

For use with retarded students, the nursing section of this text seems too technical and advanced for use. However, the sixty pages concerning child care and descriptive factors of behavior which are within the realm of potential for the retardate. The materials will need to be adapted by the instructor but may serve as a guide for coverage.

3-M Brand Printed Originals for Making Overhead Projection Transparencies
Conception, Prenatal Development and Birth

Your child's safety—something really to worry about, Nationwide Insurance.
Written for the parent, this could be studied and discussed as if the girls were the parent concerned. Humorous at times, it would be enjoyable read-aloud material. It is an excellent booklet to reinforce safety in child care.

FILMS AND FILMSTRIPS

Intermediate

A BABY SITTER'S GUIDE — 47 Fr. — color

Baby's routine and schedule—lifting and holding—feeding time—bathing time—bathing baby—dressing and diapering—diaper service. (Modern Diaper Service 1959)

CHILDCARE

Getting Acquainted — *36 Fr.*
Keeping Children Happy — *38 Fr.*
Special Daytime Problems — *35 Fr.*
Keeping Children Safe — *36 Fr.*
(Young America Films 1951)

Advanced

BATHING THE BABY — 38 Fr.

Step by step method of handling a young infant in bath. (Young America Films 1953)

CHILDREN'S EMOTIONS — 22 min.

Fear—anger—jealousy—curiosity—happiness—discipling child—understanding child. (McGraw-Hill 1950)

FEEDING THE BABY — 46 Fr.

Breast or bottle feeding—additional foods added to diet—weaning—self-feeding. (Young America Films 1953)

SELECTING CHILDREN'S CLOTHING — 36 Fr.

Basic layette—types of diapers and method of folding—fitting shoes and clothing. (Young America Films 1953)

SELECTING CHILDREN'S TOYS — 40 Fr.

Importance of suitable toys to the needs and the development of individual children. (Young America Films 1953)

TEACHING DESIRABLE HABITS — 42 Fr.

Patience, tact, and understanding are necessary in establishing toilet training, good sleeping and eating habits, and orderliness with clothing and toys. (Young America Films 1953)

THAT BABIES MAY LIVE — 20 min.

Research in infant mortality—value of foods—new drugs—improved medical and nutritional technique. (Carnation Milk Co.)

Hand-outs

Age of Child	Speech	Interests	Eating Habits	Self-Care	Physical Appearance	Motor Coordination	Response to Command	Function
6 Mos.	gurgles babbles	moving objects small hand toys	must be fed special food Example: strained	none	large head, short fat limbs, big tummy	can grasp, almost sit, roll over	recognize parents voice, recognize strangers	
2 Yrs.								
4 Yrs.								

TEACHER EVALUATION

Identify lesson and specify activity.

Lesson No.:_____ Lesson Title _____

_____

Check:

Content: Very appropriate.____Somewhat appropriate____Not appropriate____

Suggestions for teacher:

Very helpful_____ Somewhat helpful _____ Not helpful_____

Resources: Very helpful_____ Somewhat helpful_____ Not helpful_____

Evaluative Statement:

Suggestions for Revision: